DOCUMENT RESUME

ED 185 403 CE 025 067

AUTHOR Sasmor, James C.
TITLE The Economics of Structured Continuing Education in Selected Professional Journals.
INSTITUTION California Western Univ., Santa Ana.
PUB DATE Jul 79
NOTE 216p.: Parts of the appendix may not reproduce well due to small, light type.

EDRS PRICE MF01/PC09 Plus Postage.
DESCRIPTORS Administrators; Business Administration; Case Studies; Certified Public Accountants; *Cost Effectiveness; *Decision Making; Dentists; Doctoral Dissertations; Lawyers; Literature Reviews; Nurses; Nursing Homes; Optometrists; Periodicals; Pharmacists; Physicians; *Professional Continuing Education; Professional Development; Professional Personnel; Publishing Industry; Real Estate Occupations; *Scholarly Journals; Social Workers; Surveys; Veterinarians

ABSTRACT

A study determined what business administration considerations were elements in the managerial decision making process to include structured continuing education in a professional journal and what the positive or negative results have been in terms of operating benefits and profits. An initial literature review showed the need for exploratory study to establish baseline data. This first stage of the research used a questionnaire to collect data on 136 publications servicing eleven professions: certified public accountants, dentists, lawyers, nurses, nursing home administrators, optometrists, pharmacists, physicians, real estate personnel, social workers, and veterinarians. Fifty publications reported currently having a regular structured continuing education feature; ten stated they had definite plans to begin one. A second stage of the research involved case studies of a representative publication in each professional category. Eight publications reported that structured continuing education as a marketable feature had provided a positive economic impact. Two rejected it because only a small percentage of their readership had mandatory continuing education requirements. Data analysis findings indicated (1) a good-to-excellent market potential for structured continuing education in professional journals, (2) publisher expectation that participating readers pay special fees to cover costs, and (3) the occurence of direct (income) and indirect (increased advertising and circulation) benefits. (YLB)

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THE ECONOMICS OF STRUCTURED CONTINUING EDUCATION IN SELECTED PROFESSIONAL JOURNALS

by

James C. Sasmor

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Dissertation
submitted in partial fulfillment
of the requirements for the degree of
Doctor of Philosophy
in Business Administration

California Western University

July 1979

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ABSTRACT OF THE DISSERTATION

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Santa Ana, California

1979

Introduction

Professional journals have always been published for the purpose of informing their readers. However, a recent trend toward requiring specific amounts of accredited continuing education as a prerequisite for renewal of licensure or re-certification for practitioners has focused emphasis upon the potential of professional journals as providers of structured continuing education. The decision of journal management to include or to reject a new feature, such as structured continuing education, requires careful consideration of the impact of the venture on the journal business organization. Publishers need to weigh the direct and the

indirect benefits of such a decision against the probable costs. This study examined this decision-making process and some outcomes.

Problem

The problem of this study was to determine what business administration considerations were elements in the managerial decision-making process conducted by the journal's personnel and what the positive or negative results have been in terms of operating benefits and profits to the publication.

Methodology

It was determined in an initial literature review that there were no available data reporting the historical development or current status of structured continuing education in professional journals. This, therefore, pointed to the need for an exploratory study to establish baseline data. This exploratory study, or first stage of the research, used a questionnaire which was sent to 152 publishers whose journals service eleven professions. The professions chosen were those in which mandatory continuing education for relicensure has already been legislated in some states. The professions selected were: certified public accountants, dentists, lawyers, nurses, nursing home administrators, optometrists, pharmacists, physicians, real estate personnel, social workers, and veterinarians. Identifiable responses were received from 117 of the 152 (76.9 percent). Several publishers volunteered questionnaire information on journals

they publish in addition to the one on which they were initially questioned, which resulted in data on the status of structured continuing education in 136 publications. With 44 percent of the returns answering in the positive and contributing valuable information regarding various sources of income and high participation, it was determined that the exploratory study did yield sufficient baseline data to continue on to the second stage of the research which was in-depth case study reports on representative publications of the eleven professional categories.

Findings

Overall, of the 136 publications responding, 50 reported that they currently had a structured continuing education feature as a regular part of their journal. In addition, 10 stated that they had definite plans to begin such a feature and reported their state of development.

Of the eleven publications represented in the case study reports, eight enthusiastically responded that structured continuing education as a marketable feature had provided a positive economic impact on their organization. Two journals, which had rejected structured continuing education, gave as their rationale a broad readership of which only a small percentage had mandatory continuing education requirements therefore making the expense of undertaking the new feature uneconomical. One did not intend to show a profit from it.

Based on the data analysis, it was concluded that (1) there is a good to excellent market potential for

structured continuing education in professional journals; (2) most publishers expect the participating readers to pay a special fee to cover the costs of the service; and (3) there can be direct benefits in the form of income from marketed continuing education and indirect benefits in the form of increased advertising and increased circulation related to the inclusion of this feature.

Recommendations

This study has evaluated aspects of a movement that is still in the process of development. The element of structured continuing education has only appeared in professional journals recently. There are many publishers who are just beginning to consider the possibility of such a feature in their own journal. There is a need for more research to help them make better business decisions within the constraints of their own organizations. Three main areas publishers will want to consider are (1) their attitude about the feature with regard to its potential as an income producer; (2) the format selection that is most cost effective for their organization; and (3) careful identification of sources of income, both direct and indirect.

It is further recommended that this study be replicated at a later date because of the fluidity of the data available. Even within the time frame of the execution of this study, the field has continued to enlarge and expand.

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CHAPTER 1

INTRODUCTION

Successful publication of the professional journal is a business venture that requires as sound a financial basis as any other business activity. Traditionally, income to support the professional journal has come from one or more of three clearly identifiable sources:

1. Subscription fees (from consumers who purchase the journal);

2. Advertising revenues; and,

3. When necessary, subsidies from the parent organization if the journal is published by a professional association.

Within the past decade, journal publishers have been urged to enter into ancillary income-producing activities (McManus,1978) such as specialized book publishing and the production and distribution of audiovisual materials, as well as the sponsorship of seminars for continuing professional education. The most recent identifiable trend has been the inclusion of structured continuing education as a part of the journal itself. To understand the management decision to include such a feature and its implications for the professional journal, it is

important to review the historical development of continuing professional education, its current importance to professional practice, and its economic relevance for journal publication.

The Problem and its Setting

In a world where knowledge is developing in geometric progressions never before achieved in history, the traditional pattern of terminating education at the point of entry into professional practice is rapidly becoming obsolete. No longer is it feasible for a professional to cease the acquisition of education prior to embarking on a lifetime career. Knowledge and technology are expanding, causing the need for adding new information and skills by maintaining educational activity during the years of active practice.

In 1969, Drucker called for a new model for professional career education which normalized the concept that education continues throughout a career, and indeed may have even more value for the mature, experienced learner (p. 321). Drucker's comparison of the assumptions between traditional extended schooling and continuing education not only supports his premise that continuing education is an integral part of a professional career, but raises serious questions about basic beliefs held regarding the length and purpose of extended traditional education (Table 1.1). Written almost

Table 1.1

Comparison of Assumptions About Extended Schooling vs. Continuing Education

	Extended Schooling	Continuing Education
Model	Cram more and more into preparation for life and work	School becomes integrated with life
Learning Ability	One can only learn before one becomes an adult	One learns certain things best as an adult
Timing	The longer we keep the young away from work and life experience, the more they will have learned	The more experience in life and work people have, the more eager they will be to learn and the more capable they will be of learning

Source: Drucker, Peter F. The Age of Discontinuity. New York: Harper and Row, 1969, p. 321.

a decade ago, Drucker's conception of continuing education as a lifelong process has gained in popularity. Concomitantly, other breaks with traditional educational practices have had to evolve to provide for the special needs of the adult learner.

In 1970, the Educational Policy Research Center estimated that 149 million American adults would be involved in some educational activity by 1976, of whom 82 million would be outside the traditional educational system. This conservative estimate had yet to face fully the incredible need for continuing education experienced by professionals in the second half of the 1970s. "Scientists and physicians may have felt the pinch first, but today the changes reach every field of learning and to virtually every vocation" (CEEB, 1972, p. 17). The need for professional continuing education is becoming increasingly important.

The ethical and intellectual practitioners have constantly sought additional current information to apply to the variety of changes in their respective fields. There have been numerous avenues by which the professional could continue the educational process. Among these avenues are seminars conducted by scholars in the field, conferences of peers for the exchange of information, correspondence courses, site visits, current texts

and journals specific to the practice area, to enumerate some. The organization and validation of the various avenues of continuing education have within the past 15 years come under close scrutiny by both voluntary and official agencies.

Continuing education, in all its various forms, is the first area of organized education which comes anywhere near to Illich's (1972) radical idea that learning can be separated from schooling (p. 264). Continuing education moved education out of institutions of higher learning through "extension divisions" which offered learning opportunities away from campuses. Among governmental agencies, the Extension Service of the United States Department of Agriculture, which services as many as 7 million farm families throughout the country, has been providing useful and practical continuing education for the agricultural population since World War I (CEEB, 1972, p. 20). Professional associations and special interest groups, including the Armed Forces, have provided regular programs and meetings for the continuing education of a wide variety of practitioners. Finally, probably the most readily available vehicle for continuing education for professional practice has been the practitioner's own professional journals.

Journals provide a steady stream of new information as well as discussion and debate of issues relevant to practice. To date, all of these diversified opportunities for continuing education could be, and were, sampled by those professionals who accepted their own continuing education as a professional responsibility. However, as desirable as voluntary continuing education is to an individual's professional standing, the era of mandatory continuing education for professional practice is rapidly approaching. Mandatory continuing education may be dictated by law, as when relicensure depends upon it, or it may be dictated by the profession, as when certification or recertification by the professional association depends upon it. Inherent in mandatory continuing education is the need for a process of recognition and approval of continuing education activities which will be deemed acceptable for meeting the mandatory requirements. This situation has led to the increasing need to establish accreditation of continuing education programs.

Accreditation for continuing education will depend in part on the power base involved. For those mandatory requirements established by law, the legislation will designate the body which will implement the law. For example, in those states requiring mandatory continuing

education for the relicensing of nurses, the State Board of Nursing is designated to develop and enforce the rules and regulations to implement the law. For those mandatory requirements established for certification or recertification by a professional association, that association usually sets the standards and oversees the review process. The Advisory Commission on Health Manpower Personnel, of the Department of Health, Education and Welfare, stated in its 1971 Report on Licensure and Related Health Personnel Credentialling:

> If continuing education is a prerequisite to the right to practice a profession, the organizations or groups responsible for certifying the acceptability of programs and for conducting programs of continuing education assume a new importance. (p. 62)

Determining what organizations or groups will be eligible to accredit continuing education is a dilemma of the times. The traditional route for establishing a group's credibility as an accrediting agency is through the National Commission on Accrediting. Established in 1949, to coordinate activities in higher education, the Commission is an independent agency whose membership is composed of colleges and universities. The Commission has four functions:

1. Granting recognition of qualified accrediting agencies,

2. Helping to improve accrediting standards and

practices.

3. Fostering increased cooperation among accrediting agencies, and

4. Recommending action concerning accreditation to member institutions (DHEW, 1971, p. 11).

The Commission recognizes specialized agencies to grant program accreditation in 37 fields (DHEW, 1971, p. 11). In addition to this independent organization, the United States Commissioner of Education is required by law to publish a list of nationally recognized accrediting agencies and associations. Eligibility of federal funding is based on an institution's accreditation status with one of the approved accrediting bodies (DHEW, 1971, p. 11).

The question remains: Is the traditional route of accreditation for higher education appropriate for continuing education? It is still unanswered. As a result, at present those involved in continuing education face the quandary of attempting to apply the traditional system to this rapidly expanding non-traditional field.

One of the more innovative developments in the area of continuing education and accreditation has been in the emerging field of continuing education in professional journals. While professional journals themselves

have been looked upon by practitioners as a source of continuing education, it was not until the issue of proof of mandatory continuing education was raised that it became necessary to validate that education. The mere reading of journals, while certainly useful for personal growth, is not considered acceptable as continuing education becomes formalized. As a form of self-instructional activity, professional journals wishing to be vehicles for approved continuing education must provide clear objectives for a given learning activity and a valid test for demonstrating the achievement of the cognitive or affective skills identified by the objectives. Professional journals have been in various states of response to the need for validated continuing education. Some have been including tests or quizzes related to articles in the same issue to provide immediate feedback to readers on what they have learned. Some have been including whole sections of programmed instruction. Some have already been offering standardized testing related to a specific issue and provided by an outside agent to validate learning for which continuing education units (CEUs) acceptable as meeting the mandatory requirements in some state jurisdictions are awarded. However, with this wide variety of resource capability, there is little descriptive

information available to those seeking to use professional journals for their own continuing education or for those in journal management seeking to formalize their continuing education content as a reader service and to produce an operating profit. Therefore, this descriptive study of the status of continuing education in selected professional journals is needed to supply basic information for the administrative considerations in instituting or rejecting this feature for a given journal.

Statement of the Problem

The focus of this report will be on the administrative considerations in instituting or rejecting this feature for a given journal. The problem of this study was to determine what business administration considerations were elements in the managerial decision-making process conducted by the journal's personnel and what the positive or negative results have been in terms of operating benefits and profits to the publication. Answers were sought to the following questions:

1. What is the market potential for structured continuing education in the journals of those professions which have mandatory continuing education requirements?

2. What is the current status of continuing education in selected professional journals?

3. How do publishers propose to meet the costs of

structured continuing education in their publications?

4. What are the benefits management expected when deciding to include structured continuing education?

5. What have been the results of the inclusion of structured continuing education in the journal?

Statement of Purpose

As mandatory continuing education rapidly becomes a reality for many professionals, the problems of implementation become crystallized. One major concern has been that opportunities for continuing education be made available to all practitioners before the requirement must be met. This has been a problem in underpopulated, widely-spread geographic areas (DHEW, 1971, p. 62). In addition, busy practitioners in more urban settings, for reasons of scheduling difficulty, lack of program accessibility at convenient times or even differing styles of learning, have been seeking continuing education at other than college courses or professional meetings. Correspondence courses offered by college and university extension programs, which accrediting bodies are readily disposed to accept, may be applicable and some professionals now seek these courses. But, having a wider accessibility, professional journals assume a vast importance in the continuing education of the practicing professional everywhere. One study

indicated that professional journals were the most popular of continuing education vehicles (Ames, Continuing Education News, 1978, p. 1). It would not only be logical but natural for practitioners to avail themselves of approved, formalized continuing education programs provided by the journals to meet at least part of the mandatory requirement. Of special interest would be those journals published by professional associations or societies.

J. Derek, at that time Assistant Director of the Continuing Education Council, admitted (1978) that there was little or no data available regarding the status of continuing education in professional journals but that it would certainly be information he would find invaluable. This statement was confirmed by similar discussions with research librarians in public libraries, including the Business and Science Department of the Main Branch of the New York Public Library in New York City, and the Business and Technology Department of the Hillsborough County Library System in Tampa, Florida. A. Bowen, Head of the Medical Center Library at the University of South Florida, reported (1978) on behalf of the Medical Librarians Association that no such resource exists for continuing education in the health-related professions. Further search in

the business and education libraries at Columbia University (New York City), New York University, and the University of South Florida also revealed that no such resource has been available.

Therefore, the purpose of this study was to provide a description of the status of continuing education programs offered through selected professional journals. This description could serve to promote further the professional journal as a vehicle for continuing education. The information could also provide guidelines for those in the journal publishing industry who are responsible for the management decision regarding the potentials of profitable inclusion of structured continuing education in their journals.

Limitations

Certain limitations were necessary for the conduct of this study. These limitations included the following:

1. The nature of this study is in itself a limitation in that there are no prior documents on which to build. Therefore, the conclusions of this study were limited to formulating comments which will serve to begin a body of knowledge about continuing education in professional journals in its present state.

2. Since there are over 18,000 professional journals, it was economically unfeasible to undertake, without a

sizable grant, a survey of the entire population. Therefore, a sample was established which did not represent all professional journals currently offering formalized continuing education. This limited the findings to those professions and journals participating in the study.

3. Finally, because this was a descriptive study, no attempt was made to use the data gathered to predict future developments in the field.

Theoretical Framework

The theoretical framework for this study has been grounded in two fields: business administration and education. The theoretical basis for the economic decision to include a new feature in a professional journal weighs the merits of economic gain over potential costs. This is a process decision. The theoretical basis for the philosophical decision to include structured continuing education in professional journals is a content decision reflecting current social and legal pressures and an understanding of adult education concepts.

One concept of particular relevance is the obsolescence of one-time career preparation and the importance of continuous learning as an integral part of a career lifetime.

Another concept of adult education that is relevant

to this study is that adults learn more effectively when they are active participants (Gorman, 1978, p. 13). Journal reading and examination calls for mental activity on the part of the reader (Gerds, personal interview, 23 February 1978).

The final concept of adult education to be mentioned here is that adults learn what they perceive to be relevant to their own situation (Gorman, 1968, p. 14). For the professional practitioner, the most relevant, useful, and convenient form of continuing education was reported to be the professional journal in the respective field of practice (Ames, Continuing Education News, 1978, p. 1).

Therefore, the theories of adult education provide the framework for understanding the placement of structured continuing education in professional journals.

The theoretical framework for explaining the decision to include structured continuing education in a professional journal finds its basis in the theories of administrative decision-making (Sutherland, 1977) and resource management (Flippo and Munsinger, 1975).

Basic Assumptions

The following assumptions were observed as basic to the pursuit of this study:

1. Continuing professional education will become mandatory for either relicensure or recertification for licensed professionals.

2. Professional journals are vehicles of continuing professional education.

3. Learning obtained from continuing professional education in journals can be validated.

4. Journals seek profitable operations.

Method and Procedures

This research was characterized as descriptive. Recognized researchers such as Fox (1966), Hillway (1964), Kerlinger (1964) and Riley (1963) have stated that the method is appropriate for a problem as contained in this study.

By definition, descriptive research--also known as normative-survey or status research--is intended to describe a condition or to learn the status of something which leads to the drawing of valid conclusions from the facts disclosed (Hillway, 1964, p. 187). Kerlinger (1964) stated that it is:

> . . . that branch of social scientific investigation that studies large and small populations (or universes) by selecting and studying samples chosen from the population to discover the relative incidence, distribution and interrelations of sociological and psychological variables (p. 393).

Data gathered for descriptive studies are treated, according to Fox (1966), with descriptive statistics which tell the readers data characteristics such as frequency, range and central tendency (mean/average) (p. 36). The data reported in descriptive studies are nominal, that is non-quantitative, and therefore lend themselves only to the aforementioned techniques which in effect serve to summarize the results so valid conclusions may be drawn (Fox, 1966, pp. 64-89). The descriptive study may be appropriately used when it is necessary to elicit data as yet unknown (Riley, 1963, p. 69). Finally, it should be noted that Emory (1976) cautioned researchers that ". . . a descriptive study can be just as demanding of scientific skills as the more idealized causal study" (p. 86).

Therefore, this study--as a descriptive study--fits the criteria identified by these research methodological authorities.

1. This study is a description of the current status of continuing education in selected professional journals. Conclusions have been drawn about the status based on data gathered from the publishers of selected professional journals.

2. In order to gather the data, a sample was selected from the universe of publishers of professional

journals to study the relative incidence and distribution of structured continuing education in this identified population of journals.

3. Data gathered were recorded and summarized, using the descriptive statistical techniques of frequency distribution, range, and central tendency (mean/average).

4. This study was conducted in two stages. The first, or exploratory, stage established that the phenomenon did exist to a large enough extent to warrant further data collection. The second, or fact-finding, stage continued the exploration in-depth to elicit the maximum amount of information through personal interviews following the return of the exploratory questionnaire.

5. This study was undertaken to increase the available information on structured continuing education in professional journals. At the time this study was begun, no published information was available.

Stage I: The Exploratory Study

Green and Tull (1970) indicated that exploratory research is characterized by its conspicuous lack of prior research data in the area and serves as a basis for the formulation of subsequent descriptive studies. Emory (1976) added the idea that exploratory research allows the investigator to determine whether or not the problem

to be studied is important enough to justify the full effort. Festinger and Katz (1966) stated that studies of the exploratory type

> . . . would not start out with clearly defined notions about the relationships to be found. It would set a broad net and include measures of a wide variety of . . . factors (p. 74).

With these precepts in mind, the following exploratory study was developed.

First Phase: The sample. Recognizing that the information sought was limited to the status of structured continuing education in professional journals, the population automatically became limited to professional journals. Since it was practically and economically unfeasible to contact all professional journals, a sample was selected. Kerlinger (1964) defined a sample as ". . . taking a portion of a population of universe, as representative of that population or universe" (p. 52). The sampling procedure utilized recognized the two questions posed by Phillips (1966), namely (1) what observations were to be made, and (2) how many observations to make (p. 78). Phillips also pointed out that in a study such as this one, where the definition of the problem "emphasizes the context of a discovery," the best strategy for data collection would be non-probability sampling (p. 79).

Weighing the merits of random sample selection against cost, effort and the ultimate goal of exploration, it was

decided that a non-random sample selection procedure using the multistage area sample selection described by Kish (in Festinger and Katz, 1966, p. 230) would best meet the objectives of this exploratory research. Therefore, the following procedure was implemented:

1. Definition of population. The total population, or universe, to be considered was garnered from all professional journals listed in the Business Publications Rates and Data (Harkaway, 1978).

2. Specifying sampling units. Because continuing education has the greatest import for those professions already having mandatory continuing education requirements, the sample was limited to journals representing those professions with mandatory requirements for continuing education. This list of professions was established and updated by Dr. Louis E. Phillips, Director of Continuing Education, Furman University, South Carolina (Phillips, 1977 and 1978) and includes the following:

a. Certified Public Accountants (CPAs)
b. Dentists
c. Lawyers
d. Nurses (RN and LPN/LVN)
e. Nursing Home Administrators (NHAs)
f. Optometrists
g. Pharmacists

h. Physicians (MD and DO)

i. Real Estate Personnel

j. Social Workers

k. Veterinarians

3. Identification of measure for each sampling unit. Although Kish's model (in Festiner and Katz, 1966, pp. 230-235) deals with quantifiable sample units measurable in numerical size, the concept can be applied here using the nominal determinant. Each publication listed under each of the specified professional categories in the July 1978 issue of the Business Publications Rates and Data was screened, using the publisher's descriptive statement. All journals whose publisher's descriptive statement indicated that the content of the publication focused on theory of practice as well as the mechanics of practice were included.

In summary, therefore, the sample for this study has included all practice journals for the 11 categories of professionals with mandatory requirements for continuing education which met the criteria stated in the preceding.

Second Phase: The tool. Hillway (1964) regarded the questionnaire as a convenient substitute for the interview. He pointed out that it saves time and expense (p. 201). Phillips (1966) justified the use of a

questionnaire with a sample such as the one used in this study by asserting that, when the goal of the study is discovery, the use of a non-probability sample (non-random sample) is no less advantageous than a large probability sample.

The nature of the questionnaire was of paramount importance. It was decided to use primarily open-ended questions with only one fixed alternative, namely the first question. The rationale for this decision was that ". . . open-ended questions put very few words in the mouth of the respondent" (Phillips, 1966, p. 117). The choice of questions was determined essentially by the questions raised for the problem statement. The reason for including them in this exploratory study was to determine their importance for further investigation (Emory, 1976, p. 83).

Using Hillway's (1964) eight rules for an effective questionnaire as a checklist, the questionnaire used here was developed (p. 202). Table 1.2 is a comparison of Hillway's rules with the resulting questionnaire. Viewing the questionnaire and cover letter as a unit, ten additional criteria developed by Hillway (1964) were used to attempt to meet what he called the minimum standards of quality to assure a more favorable response (p. 206). Table 1.3 is a comparison of Hillway's

Table 1.2

Comparison of Hillway's Rules for an Effective Questionnaire with Questionnaire Development

Rule	Questionnaire
1. It should be as brief as possible.	1. Limited to 8 numbered questions.
2. The information asked for must be otherwise inaccessible to investigator.	2. Details can only be supplied by publisher.
3. The subject inquired about must have importance enough to justify the time and effort involved.	3. It is current.
4. Questions should be aimed at factual data, rather than opinions.	4. All but question 8 are factual; 8 is an estimate based on past performance.
5. The wording of every item ought to be understandable and familiar.	5. All terms used were taken from current literature on continuing education.
6. The items should be arranged in a neat and logical order.	6. Typed and reproduced questions in logical order.
7. Questionnaire should be planned and set up to take a minimum of respondent's time.	7. All on one 8 x 14 sheet of paper.
8. Clear instructions as to way answers are to be indicated.	8. Respondents are instructed to return questionnaire even if answers are negative.

Table 1.3

Comparison of Hillway's Checklist of Criteria and Questionnaire/Cover Letter Unit

Criteria	Questionnaire	Cover Letter
1. Is it sponsored by a reputable organization or institution?		Yes
2. Is purpose of study fully stated?		Yes
3. Does it concern topic of sufficient importance to justify it?	Yes	Yes
4. Is it carefully and topically organized?	Yes	
5. Are questions clearly and briefly worded?	Yes	
6. Can questions be answered briefly?	Yes	
7. Is information asked for available elsewhere	No	No
8. Is questionnaire in good mechanical form?	Yes	
9. Are demands upon respondent reasonable?	Yes	Yes
10. Is summary of results promised?	Yes	Yes

"Checklist of Criteria" with the questionnaire/cover letter.

Once the questionnaire was constructed, it was necessary to determine its validity and reliability as an instrument. Validity is the extent to which the tool yields a true or correct measurement of the phenomenon being observed (Phillips, 1966, p. 159). In other words, using Kerlinger's (1964) question, "Are we measuring what we think we are measuring?" (p. 444), Hillway (1964) suggested that, after reviewing the questionnaire using his rules and checklist to establish a face validity of the instrument, the next step is to try the questionnaire in interviews with a few individuals who would have been chosen to receive it. This was done with two journals, the American Journal of Nursing and The American Druggist. In separate interviews with Ms. Gretchen Gerds, Managing Editor of the American Journal of Nursing, and Mr. Dan Kushner, Editor of The American Druggist, the questionnaire proved to be more than adequate in eliciting appropriate information.

Establishing the reliability of the questionnaire has proven to be more cumbersome. One method, recommended by Kerlinger (1964, p. 401), is to compare questionnaire results against an outside measure. In the instance of this questionnaire, this has been necessary

only for the negative responses. The positive responses in their subsequent answers revealed the reliability of their response. The negative responses, however, usually returned a questionnaire blank except for one check mark. However, when possible, these negative respondents were compared against past issues of their publications to determine if the response was accurate. In all cases checked, this was the case.

Third Phase: The data. Data obtained for this study were of a nominal nature; that is, the data described characteristics that had no intrinsic numerical value (Kerlinger, 1964, p. 422). Cartwright (in Festinger and Katz, 1966) impressed upon researchers the importance of such research when he stated:

> The systematic description of these phenomena by social scientists involves the recording of these symbolic products in an orderly fashion, classifying or categorizing them and determining their quantitative incidence and relationship (p. 423).

To develop a categorization or coding for content analysis as recommended, each of the questions was considered. For each question, possible answers were projected. These were then clustered into mutually exclusive categories with the following results:

Question 1: Does your journal publish (or plan to publish) material clearly defined as "continuing education"?

Categories: Yes - No - Intend to

Question 2: What was (or will be) the inception date of the feature?

Categories: 1970 - 1971 - 1972 - 1973 - 1974 - 1975 - 1976 - 1977 - 1978 - 1979

Question 3: How often does (or will) the feature appear?

Categories: Irregularly - Weekly - Monthly - Quarterly - Semi-annually - Annually

Question 4: What form does (or will) the continuing education take?

Categories: 1. Separate Section; 2. Article and Quiz; 3. Self Quiz; 4. Standardized Test; 5. Programmed Instruction; 6. Other

Question 5: Does the continuing education material published in your journal have recognition which allows for its use for meeting professional continuing education requirements?

Categories: Yes - No

Question 5A: If yes, who grants recognition?

Categories: State - Professional Association - Other

Question 5B: Does this recognition meet mandatory levels for continuing education requirements?

Categories: Yes - No

Question 6: How is the cost of this continuing education feature met?

Categories: Practitioner - Publication - Outside Agency - Other

Question 7: What has been the participation to date?

Categories: No Response Known - 500 - 501-1000 - 1001-5000 - 5001-10,000 - 10,001+

Question 8: What potential does this continuing education medium in journals seem to have?

Categories: None - Poor - Fair - Good - Excellent

Incoming data were arranged into frequency tables representing the preceding categories. As there was only one individual coding these data, it was not necessary to establish inter-rater reliability.

Stage II: The Fact-Finding Study

Once the exploratory study was completed, it became obvious that the subject was definitely of great enough importance to pursue in depth. Therefore, following Hillway's (1964) criteria (p. 201), the necessary time and finances were committed to carry out interviews to obtain more in-depth data. The research strategy selected was the Case Study method. In contrast to the exploratory study which attempted to gather data from a large number of units, this fact-finding study has examined several individual units in depth. This is an appropriate strategy for this study according to Hillway (1964), who asserted that the use of the two methods together is often more fruitful than the use of either one by itself (p. 291). He went on to say that eliciting information directly from the subject (interviewing) being studied is most commonly employed in a case study.

Phase 1: Sample selection. In order to select the individual journals to be used for the case studies, the following criteria were used. First, an attempt was made to include one journal responding to the exploratory study from each of the professions having mandatory continuing education requirements. When more than one journal responded in a professional category,

the following priority criteria were used for elimination:

1. Journal has a highly structured, recognized continuing education component.

2. Journal has a continuing education component which allows for self-evaluation but no credit.

3. Journal claims entire publication is continuing education.

4. Journal denies having continuing education.

If more than one journal in a professional category fitted the desired criterion, the choice was made based on ease of access.

Phase 2: The interview. The interviews were unstandardized, although they were what Merton (1956) called focused. This means that the investigator was prepared for the interview with a list of topics, although the conduct of the interview depended on the response elicited. Funnel-type questions were used in many instances, beginning with broad, open questions and using follow-up specific closed questions (Kerlinger, 1964, p. 471). The questionnaire used in the exploratory study served as a basis for developing the interviews. All questions used were subjected to comparison with Kerlinger's (1964) criteria of question-writing (Figure I.4).

Table 1.4

Kerlinger's Criteria of Question-Writing

1. Is the question related to the research problem and research objectives?
2. Is the type of question the right and appropriate one?
3. Is the item clear and unambiguous?
4. Is the question a leading question?
5. Does the question demand knowledge or information the respondent does not have?
6. Does the question demand personal or delicate material that the respondent may resist?
7. Is the question loaded with social desirability?

Phase 3: The data. Because the strategy for this fact-finding study was the case study method, factual data about the cases used were obtained. These data included name of publication, first publication date, sponsoring organization, circulation, publisher's editorial statement. This information was gathered prior to the interviews by referring to the Standard Rate and Data Service (SRDS). The data obtained from the interviews were compiled in individual case history reports.

In summary, it was assumed in doing case study research that the case studies selected were typical. As Hillway (1964) pointed out, this cannot be proven and, as there is a great deal of subjectivity in the very nature of this research, the case studies should be viewed as supplementary and complementary to the survey results of the exploratory study.

Definition of Terms

The following terms were used in this study, in accordance with the definitions given. Definitions 3A, 3B and 7 were developed for the purpose of this study by the researcher:

> 1. Accreditation: The process by which an agency or organization evaluates an institution or program of study as meeting certain predetermined criteria or standards (DHEW, 1971, p. 7).

2. Certification: The process by which a non-governmental agency or association grants recognition to an individual who has met certain predetermined criteria specified by the agency or association (DHEW, 1971, p. 7).

3. Continuing Education: Any planned learning experience beyond the education necessary to prepare for a career (American Nurses' Association, 1975).

3A. Mandatory Continuing Education: The continuing education requirement necessary for relicensure or certification or recertification.

3B. Voluntary Continuing Education: Formalized continuing education programs, usually supported by professional associations but not required for relicensure or certification.

4. Licensure: The process whereby an agency of government grants permission to persons to engage in a given profession or occupation by certifying that those licensed have attained the minimal degree of competency necessary to ensure the public health, safety and welfare (DHEW, 1971, p. 7).

5. Official Agency: Any governmental office or body (Merriam Webster, 1936).

6. Professional Association: The vehicle by which a group of professionals achieves a collective identity to raise their status, gain public recognition of their competency, and to maintain standards of education and practice (DHEW, 1971, p. 27).

7. Professional Journal: A periodical published for the dissemination of information pertaining to a specific area of knowledge and created to be read by the practitioners in that field.

Organization of the Study

The remainder of this report is organized in the following manner:

Chapter II: Literature Review--This chapter is a discussion of the available literature describing the administrative considerations necessary to make the managerial decisions regarding (1) the inclusion of structured continued education in professional journals, and (2) the nature of structured continuing education programs in professional journals as they relate to mandatory requirements.

Chapter III: Results--This chapter is a report of the results of the exploratory survey and subsequent interviews regarding the current status of continuing education in professional journals.

Chapter IV: Summary, Conclusions, and Recommendations--This chapter contains a summary of the data analysis and responses to the questions raised in the problem statement to draw conclusions from the research conducted; based on conclusions, recommendations are made for application and further research.

Following the body of the report, a bibliography of resources used and an appendix of special exhibits are presented.

CHAPTER 2

REVIEW OF THE LITERATURE

The purpose of Chapter 2 is to provide a comprehensive review of the business literature relative to administrative decision-making. The chapter is divided into two main sections. The first section focuses on the external forces acting upon the organization which influence decision-making and applies the literature data to the specific external factors facing a journal publisher when considering the inclusion or rejection of a new feature, specifically, structured continuing education. The second section uses the literature to describe the application of the steps of the decision-making process as a publisher would follow them to reach the decision most economically feasible for his journal.

In addition to providing a review of the literature, this chapter presents a consideration of structured continuing education as a marketable commodity and validation of professional journals as a medium for it. In order to make this presentation cohesive, two models have been selected from those available in the literature. Bartlett's model (1973) was selected because it

clearly depicted those forces external to a business organization which influence the economics and decision-making within a given structure. Barlett himself (personal interview, 11 April, 1978) has validated the appropriateness of the model to the publishing organization. The second model used in this chapter is Sutherland's (1977) decision-making model. Although there are many other decision-making models in the literature (Alexis and Wilson, 1967; Flippo and Munsinger, 1975; Mulavey and Mann, 1976; Yewdall, 1969), Sutherland's provides a form that is most satisfactory for the decision-making process undertaken by business administrators of publications. Therefore, each of these non-mathematical models has been selected because it offers a conceptual framework for understanding the external forces and the process of decision-making that is congruent with the nature and structure of the publishing enterprise.

According to Sutherland (1977, p. 5), the primary function of a business administrator is decision-making, ". . . the actual commitment of the organization to some particular course of action." Allied with Drucker's concept (1974, p. 60) that the two basic functions of business are marketing and innovation, the directive to the business administrator is clearly to make decisions

regarding the management of the business which will lead to the development and marketing of innovations.

The journal publisher is a business administrator. Within the past 50 years, journal publishers have had to face many decisions regarding the inclusion or rejection of an innovative activity. The extent to which this has come about is evidenced in the change of emphasis in the literature developed for management people in journal publishing. For example, the 1929 Critchfield Digest of Merchandising and Advertising Information was designed solely to provide data regarding retailing and journal advertising, so that the businessman could maximize results from the expenditure of his marketing dollar. The total business of the journal organization, then, consisted mainly of presentation of editorial matter in a vehicle for carrying paid advertising. By 1979, many innovations had occurred to influence the business management of periodical publications. The means of providing information to the publisher had itself expanded, reflecting the concern of the times for continuing professional education, even in the field of publishing as well as in the fields serviced by publishing. Folio: The Magazine for Magazine Management sponsors an Annual Publishing Conference and Exposition. Calling itself "the world's largest single program of professional education in publishing," the

four days of meetings offer choices from 135 sessions, including such subjects as publishing management, new ventures, editing, production, design, finance, business procedures, circulation, book marketing, advertising sales, direct mail and ancillary profit opportunities. The key functions of business as Drucker (1974) stated are innovation and marketing. How the publisher decides which innovations are appropriate for his organization is a process that can be satisfactorily defined using Sutherland's model for the generalized decision-making process (Table 2.1). The innovation many publishers of professional journals are considering today is the inclusion of structured continuing education as a regular feature of their journal. There are a number of forces in society which are leading the publishers to consider this innovation. Bartlett developed a diagrammatic conception of an organization (Table 2.2) in which he clearly identified external forces impinging upon any organization.[1] Relating these forces to the publisher's concerns, it becomes possible to identify the decision requirement facing

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[1]In a personal interview with Professor Bartlett in his office in the College of Business at University of South Florida on 6 February 1979 he expressed agreement that the perimeter elements on the diagram do apply to the publisher decision in question.

Table 2.1

Model for Decision-Making

(Sutherland, 1977)

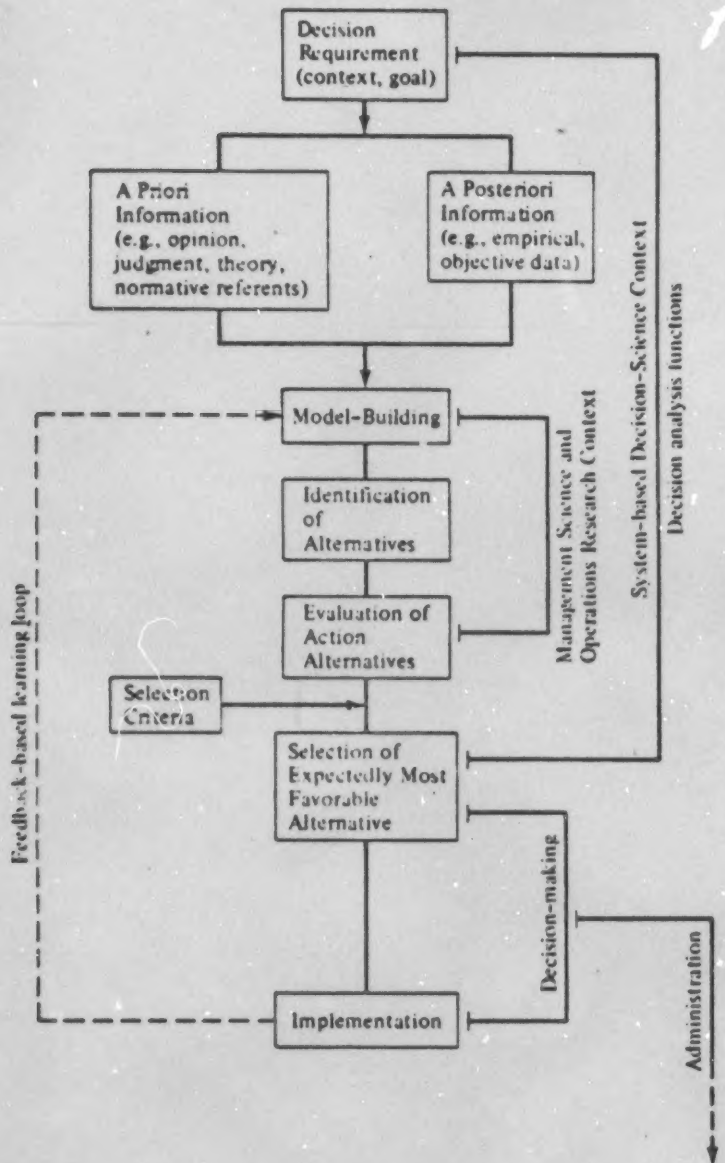
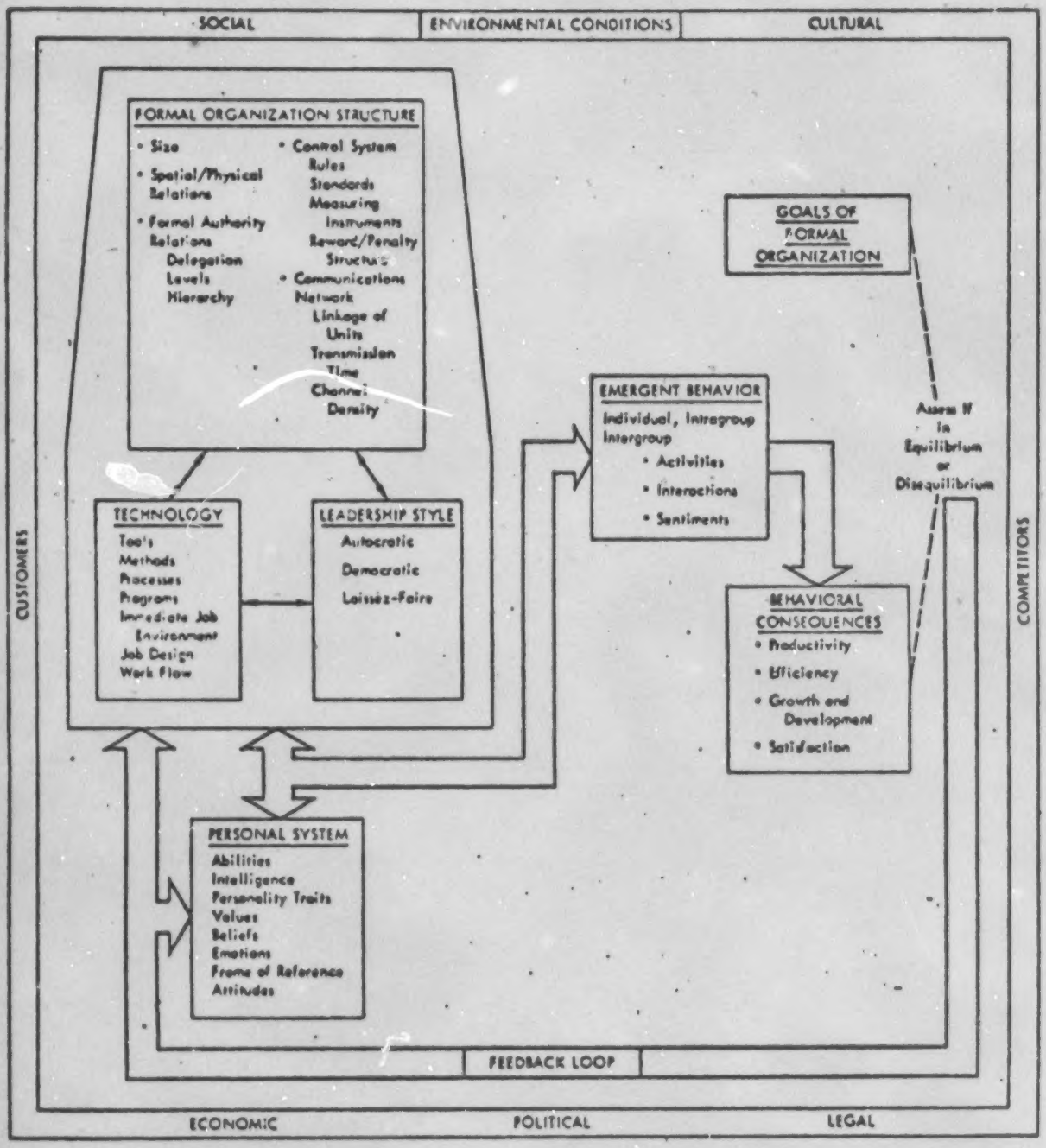


Table 2.2

Diagrammatic Conception of an Organization

(Bartlett, 1973)



the publisher. Regarding the inclusion or rejection of structured continuing education, this decision requirement fits Sutherland's (1977) category of one arising from the environment in which the decision-maker operates and requires the decision-maker to decide on a decision context (p. 2). By identifying the external forces, the decision context is established, the first step in the decision-making process.

External Forces Influencing Decision-Making

Bartlett's model (1973, p. 6) offers seven external forces which comprise the organizational environment and directly influence the direction the organization shall take in achieving its formal goals. These forces are: customers, economic forces, competitors, legal forces, political forces, social forces, and cultural forces.

Customers

Journal publishers have in fact two customer groups. The first group of customers are the consumer of the product, the journal subscriber. The second group of customers the journal publisher has are the clients who purchase advertising space in the journal. In considering any new course of action, the publisher must consider the impact of such action on both the consumer and client groups. A new activity must meet an identifiable need of

the consumer and at the same time provide an attractive vehicle for the client which is congruent with his advertising message. Therefore, the publisher must weigh the force of each group in his consideration of an innovative activity such as structured continuing education.

Consumer considerations. Consumer attitudes about education and educational innovations have been studied. One report (Johnstone, 1965) stated that in the general population almost every adult is involved in some kind of learning. Another study (Jacobson, 1973) revealed that approximately 80 percent of adults responding would rather study within a setting other than a formal college or university program. The general interest in education, coupled with the significant desire to study away from traditional educational settings, have led to the development of "non-traditional" educational models as defined by Kuramoto (1978, p. 29). This has been an especially important development for professionals. Stenslund (1977, p. 661) pointed out that ". . . needs for continuing learning hit professionals as soon as they graduate." And yet, he went on to report (p. 663) that participation in formal continuing education in traditional settings--such as seminars at colleges and universities--has been far below what could be anticipated.

He found the participation for selected professions to be:

Dentists	25 percent
Nurses	36 percent
Pharmacists	11 percent
Physicians	30-50 percent

For professionals such as those in the categories mentioned above, there is a dilemma. Nobody has disputed their need for continuing education. However, the direct and indirect costs of attending seminars in a college setting, as well as the inconvenience of long-distance travel, often make the activity prohibitive. Nevertheless, one study (Geyman, 1975) estimated that 75 percent of the professional knowledge gained during a practice career was gained from continuing education. Guptill and Graham (1976) documented that the professional practitioner valued reading subscribed literature as the most important form of continuing education activity. (Findings were the same for both study and comparison groups.) It would seem logical, therefore, for the publisher of professional journals to seek to provide continuing education in a form which would specifically meet the subscriber's needs.

The major problem would seem to be overcoming the "measurement of learning and documentation" problems described by Cooper (1978). Since, according to Phillips

(1978), professionals in at least eleven professions are faced with a need for documentable continuing education for relicensure, this is a real need which the publisher should consider.

Client considerations. Charles C. Mortimer stated that advertising is an integral function of business, dependent on its relationship to the financial, research, production, marketing and other functions of the business (Wright and Mertes, 1974). The purpose of advertising, Clarence Eldridge said, is ". . . to create in the minds of the buyer a favorable impression of the advertised product" (Wright and Mertes, 1974). To do this, Eldridge went on, advertising informs, persuades and reminds. To the client considering space purchase in professional journals, the evaluation of editorial quality is vital. Slater pointed out that editorial excellence is sought as a measure of the value of a specific publication as an advertising medium (Folio, 1977). In addition, the occasion for producing special issues, such as those devoted to structured continuing education, can have a particular importance to potential advertisers, as advised in the Folio Handbook (Folio, 1977):

> A special issue is a golden opportunity to sell more space to both regular and new advertisers. All magazines report a heavy amount of one-shot advertisers cropping up in special issues. A number of publishers find that new ad contracts come in later because of reader response to ads in a special issue (Folio, 1977).

Finally, an indirect benefit to advertisers which Slater identified is that increase in a publication's non-advertising revenues provides a source of income which makes it possible to maintain a high standard of journal quality without necessarily increasing advertising rates to meet increasing costs of doing business (Folio, 1977). Therefore, if the publisher were able to maintain editorial excellence while adding a new feature, such as structured continuing education, the new feature itself could serve to attract clients whose advertising message--designed to inform, persuade or remind the professional consumer--is yet another form of continuing education.

When it is discerned that there are advantages to both groups of customers, the subscriber-consumers and the advertising clients, the publisher can proceed to consider some of the other external forces.

Economic Forces

Since it is a given fact that all elements involved in the publication of a journal carry a cost, then it is imperative that the publisher consider the balance between the relative cost and potential income of any innovation before it is instituted. Kierulff (1976), in The Economics of Decision, suggested that managers engage in a deliberate process of cost benefit analysis. He

stated that, depending on the manager's decision-making objective, a cost benefit analysis can yield one of two outcomes:

> 1. Propose that alternative which maximizes your objective subject to your budget and to certain other limitations which you establish; or
>
> 2. Propose that alternative which will accomplish the objective in a satisfactory way at the least cost, that is, the minimum budget (p. 5).

It would seem that such an analysis would at least give the publisher some sense of the economics operating within his organization relative to the innovation. However, Hague (1969) warned that much of managerial economics is based on the assumption that there is far more certainty in most decision problems than is really the case. Most business ventures, Hague went on to say, are fundamentally a matter of taking non-insurable risks. Innovative developments are surely fraught with uncertainties. The probability of success can be improved, however, by looking outside the organization to determine the availability of the commodity (supply) and the consumer's need of it (demand).

If one considers structured continuing education as a marketable commodity, it becomes easier to see the publisher's options for analysis. The supply of structured continuing education, especially for professionals, has been available largely through the traditional media

of courses and seminars at colleges and universities. As Stenlund's study (1977) demonstrated, these media have been unsatisfactory in meeting the needs of more than a small percentage of the professionals investigated, it would seem that other sources are called for to provide the supply. Professional journals are a logical source. In fact, some publishers have maintained that their entire journal <u>is</u> continuing education. Other publishers have responded to the reader's need for continuing education by devoting some editorial space to features specifically designated as self-study or continuing education in the form of special exercises or quizzes (Appendix B). However, these concessions, while professionally useful, do not meet the structural requirements for continuing education that would be acceptable for relicensure (Cooper, 1978). In order to supply this type of structured continuing education, publishers would have to consider the investment of personnel, time and money necessary to meet the legal and professional standards necessary to be accredited as a provider of acceptable continuing education.

The demand, on the other hand, is being created by legal and political forces. Legislation in growing numbers of states is requiring documentable mandatory continuing education as a condition for relicensure.

Professional associations have been vying for the privilege of being accrediting bodies with the power and control of the continuing education movement. Continuing education is becoming a major business activity. One need only look at the eleven professions identified by Phillips (1978) and arbitrarily assuming each of those practitioners had to obtain ten contact hours (ten clock hours) of continuing education, there would be a cumulative demand running into millions of hours of continuing education each year to supply those individuals from a variety of providers. This is a very conservative estimate, since many professions--including accountants, attorneys, nurses, pharmacists and physicians--already operate in some states under laws which require more than ten contact hours a year for individual relicensure, and the number of states is steadily increasing.

The publisher, therefore, in projecting a cost benefit analysis for including structured continuing education as an innovation for his journal, will need to consider the economic forces of supply and demand as important influencers of projected income.

Competitors

One cannot consider the laws of supply and demand without reviewing the activities of competitors. Spencer

(1974) pointed out that demand and supply curves rarely remain in equilibrium long because consumers' incomes, resources or prices of related products are continually changing. He further stated that, while a pure market economy governed by supply and demand is ideal, in reality big business, big unions and big government intervene to distort the allocation of resources. Bauer and Geyser (Kagun, 1972) add their thinking to this by defining competition in modern terms as primarily being product differentiation rather than merely competitive pricing. They further defined all products as commodities for which it is possible to specify functions and for which it is assumed that the person who buys the commodity will use it.

When the commodity is structured continuing education, the publisher will need to examine the total editorial package he produces and its relative standing with regard to the other journals in the same category which constitute the competition. The decision to include structured continuing education must be predicated upon the appropriateness of this commodity within the overall editorial objectives of the journal. In addition, as Russell reported (1976), the consumer views the advertising/editorial content relationship as inseparable. Since the total advertising/editorial package is viewed

as one by the consumer, then any editorial additions or deletions will have to meld with the total projected advertising programs as well as the editorial. Finally, the publisher must also consider the impact of an innovative feature on his advertiser-clients. If, as Russell (1976) maintained, advertisers cannot totally relinquish their responsibility for content to media owners, then the publisher has a consideration to make in seeing that any new editorial features are congruent with advertisers' attitudes or meet the consequences of advertising client resistance.

Structured continuing education in professional journals is too new to have widely published studies available specifically relating its status to consumer response or client-advertiser revenue. No information related to the aforementioned was revealed in an extensive review of journals listed in the Business Periodicals Index or the Educational Research Information Clearinghouse System. This is in keeping with the comments of economist and advertising expert Takai (1973) who reported on the curious lack of basic information on research in advertising and marketing by industries which emphasize product and production research. Nevertheless, based on Folic's (1977) recommendations regarding the use of special magazine issues to attract advertisers, it

would seem that structured continuing education could become a marketable feature for attracting advertisers and as such improve the journal's competitive standing compared with other journals in the same field which did not have this feature.

Legal Forces

The legal force which exerts primary impetus for journals to include structured continuing education is the nationally growing movement for mandatory continuing education for the relicensure of professionals. Licensing of professionals is a part of the administrative law of state governments, since the license to practice is limited by state jurisdiction. Therefore, the licensing laws are determined by each state. In a large measure, this movement was grounded in the 1971 Report on Licensure and Related Health Personnel Credentialling (U.S. Department of Health Education and Welfare, p. 76) which recommended:

> The professional organizations and States are urged to incorporate a specific requirement for the assurance of a continued level of practitioners' competence as one condition in the recredentialling process.

Since this report was specifically aimed at the licensing of health professionals, it is not surprising to find that eight of the eleven professions identified by Phillips (1978) as having state mandatory continuing

education requirements are health-related professions (Table 2.3). In a telephone conversation,[2] Phillips indicated that the figures have grown in the year since the publication of the April 1977 article in the Chronicle of Higher Education and its update, which he authored for the April 1978 issue of Association Management.

Political Forces

If one views politics as the study of power and control, then the political forces influencing structured continuing education take on a meaning separate from the governmental connotation. The political forces of concern to the publisher who is considering the inclusion of structured continuing education in his journal are:

1. Who determines the acceptability of the continuing education product in meeting mandatory requirements?

2. What gives that body the power to make that determination?

It was determined by Phillips (1978) that, although there is a definite trend for mandatory continuing education, different states have set different requirements

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[2]Telephone conversation with Dr. Louis E. Phillips, Director, Division of Continuing Education, Furman University, 5 September 1978.

Table 2.3

Number of States Requiring Mandatory Continuing Education for Relicensure by Profession (Phillips, 1978)

Profession	Number of States
Accountants (CPA)	23
Attorneys	4
Dentists	8
Nurses	9
Nursing Home Administrators (NHA)	37
Optometrists	45
Pharmacists	15
Physicians	17
Realtors	11
Social Workers	6
Veterinarians	18

and not all states are mandating requirements as yet. Because of this lack of uniformity and questionable transferability, various professional associations have attempted to develop approval mechanisms which would accredit providers of continuing education nationally. The U.S. Office of Education publishes a list of nationally recognized accrediting bodies and associations which the Commissioner has determined are qualified to be reliable authorities on the quality of training offered (DHEW, 1971). Programs approved by these accrediting bodies are accepted by most states to meet the licensing requirements for mandatory continuing education.

Social Forces

The most significant social force for the publisher to consider regarding continuing education is the change in attitude about learning. Career education is no longer considered to be complete when a college degree is earned (Drucker, 1969). People are constantly seeking new opportunities for learning, if only to keep up with the rapidly changing world around them. Johnstone's report (1965) that almost every adult is involved in some kind of learning, coupled with Jacobson's study (1973) showing that adults would rather learn away from formal college settings, should provide the publisher with some

trends that would influence a decision favoring inclusion of structured continuing education as an editorial feature.

Cultural Forces

One of the most striking forces that could influence the publisher's decision is a phenomenon that has grown out of the sixties and into the seventies: consumerism. A national movement, consumerism is entering into all phases of enterprise. Day and Aaker (Kagun, 1972) described the phenomenon in relation to the consumer's discontent with the marketplace because adequate information regarding available goods and services is not readily accessible. The result is activism, sometimes to the disadvantage of both consumer and provider.

The publisher, in considering the importance of consumerism with regard to his own product, namely the journal, needs to examine the relevance of editorial content and format to the current needs of the consumer. If the publisher considers meeting the mandatory continuing education requirements to be vital to the consumer's current needs, then the inclusion of acceptably structured continuing education must follow. If the publisher does not see this as a vital need, then change is not called for. Whatever the decision, it should

be clearly communicated to the consumers (Day and Aaker, 1972).

Decision Context

The foregoing application of the concepts of external forces of the Bartlett model to the business decision-making process which a journal publisher might exercise serves to establish the decision context (Table 2.1, page 39, to review Sutherland's decision-making model). The decision context, according to Sutherland (1977, p. 2), is therefore determined by the nature of the problem to be solved. In this instance, the problem is: to include or reject structured continuing education as an editorial feature of a professional journal. Bartlett's (1973) external forces provide some background for gathering further data.

Gathering Decision Data

In order for the publisher to build an operative model for the purpose of rational decision-making, it is first necessary to gather as much information as is available with regard to the problem requirement. There are two categories of information in Sutherland's (1977) model: *a priori* and *a posteriori*.

A Priori Information

The first kind of information, a priori, consists of opinion, judgment and theory. For the publisher considering structured continuing education for his journal, a priori information might be gleaned from interviews with representatives of the professional associations of which his consumers are constituents or from discussion with other publishers and advertisers regarding their position on the topic. Since the development of structured continuing education in professional journals is still in its very beginning, a priori information of a very subjective nature may be all that is available.

A Posteriori Information

A posteriori information is generally the preferred information for decision-making because it is empirical or objective in nature. The sort of a posteriori information the publisher would want to gather might include the mechanics of becoming an approved provider (accredited); the cost of a documentable continuing education system; or the relative adaptability of the new editorial feature to the existing system. These kinds of data are factual and can be projected.

Model Building

From the information gathered, the publisher will need to develop a model. Sutherland (1977, p. 3) indicated that the model or diagrammatic representation of the structural and dynamic properties of the decision is the most important element in the decision-making function because it leads to eventual actions. The publisher is a goal-setter in Sutherland's terms, and therefore is required to ". . . isolate the best possible position for the organization to be in with respect to various environments and time horizons" (p. 188). To perform this function, the publisher would have to be able to visualize the likely social, political, economic and other contextual properties of the relevant environment (Sutherland, 1977, p. 188).

Alternatives

The decision alternatives available to the publisher will grow directly out of the model built from the data gathered. The publisher first must identify the alternatives available, then evaluate the available alternative to select the most appropriate for the particular organization.

Identification of Alternatives

Kierulff (1976) defined alternatives as systems designed to achieve or optimize objectives. In order for the publisher to maximize his options, he must first identify all possible alternatives. With regard to the problem of continuing education as an editorial feature, there seem to be three choices:

1. No identifiable continuing education feature;
2. A continuing education feature self-contained in the journal; and
3. A continuing education feature meeting external standards or requirements.

Evaluation of Action Alternatives

Once the alternatives have been identified, the publisher can weigh each one. Two modes of evaluation are compatibility and feasibility. If the alternative is congruent with the journal's objectives, it is compatible. If the alternative can be achieved with available resources, it is feasible (Table 2.4, proposed selection matrix). The action alternative selection should represent the most compatible and the most feasible solution to the publisher, given the situational constraints.

Table 2.4

Selection Matrix for Considering Alternatives

Alternatives	Compatibility		Feasibility		
	Philosophy	Objectives	Cost	Personnel	Editorial Space
1. No identifiable continuing education feature					
2. Continuing education feature self-contained in journal each issue					
3a. Structured meeting external standards continuing education each issue					
3b. every other issue					
3c. quarterly					

Summary

The focus of this review of the literature was management decision-making process. The journal publisher faced with the problem of whether to include or reject structured continuing education as a regular feature of his journal is faced with a major organizational decision and must take many factors into consideration before making a business judgment. He must consider the external forces impacting on his organization. He must also consider the possible consequences a decision in either direction will have on his organization. Rational decision-making, using Sutherland's (1977) model, can serve to assist the publisher in making a sound business decision which will be relevant to his consumers' needs and ultimately profitable to his own organization.

CHAPTER 3

RESULTS

This research was executed in two stages. Stage I was the exploratory study which used a questionnaire to publishers. Stage II was in-depth case studies of publications selected from the respondents.

Stage I: Exploratory Study Results

Using the categories of professionals having mandatory continuing education requirements identified by Dr. Louis E. Phillips (1977, 1978), a sample of 152 publishers of professional Journals was selected. The selected publishers represented publications in the professional areas in question in the following manner:

CPAs	7
Lawyers	6
Dentists	13
NHAs	6
Nurses	20
Optometrists	6
Pharmacists	13
Physicians	61

Real Estate Personnel	7
Social Workers	5
Veterinarians	8

A total of 152 questionnaires and cover letters (Appendix B) were sent out. A total of 117 questionnaires were returned, representing a 76.9 percent response.

Overall Response to the Questionnaire

The overall response to the questionnaire was most useful. The majority of those who responded answered each appropriate question, whether or not their response to the continuing education issue was positive. In some instances, publishers who were sent a questionnaire for one journal responded by giving information on more than one journal which they publish. For this reason, 117 responses yielded information on 139 journals, including three incomplete returns lacking key designators of professional categories, eliminated from further tabulation.

Question One: Does your journal publish (or plan to publish) material clearly defined as "continuing education"?

Of the 114 responses which contain information on 136 journals, 60 (44.1 percent) indicated that they publish (50 journals) or plan to publish (10 journals) material clearly defined as "continuing education"; 76

journals (55.9 percent) responded no. A breakdown of the response to this question by profession is presented in Table 3.1.

This question yielded additional data because of write-in information from the respondents. Of the 51 respondents answering in the affirmative, 13 either answered "Yes, but . . ." and went on to explain the nature of their journal's continuing education activity, or answered yes, declaring that their entire journal is continuing education (Table 3.2).

When this question was cross-tabulated with the voluntary check-off for respondents requesting a summary of results, a clearly identifiable trend appeared (Table 3.3). A total of 85 (62.5 percent) of all respondents requested summaries. It is useful to note that 34 (25.0 percent) do not include continuing education now but stated an interest in further information on the subject.

The Nature of Continuing Education in Professional Journals

Questions 2 through 5 provide descriptive data regarding the nature of continuing education in those professional journals responding.

Table 3.1: Report of Publishers' Inclusion of Structured Continuing Education in Selected Professional Journals

Profession	Total Quest. Sent	Total Quest. Returned	Total Journal Sample	Journal Response (N=136) Inclusion Yes	No	Intend to
CPAs	7	5	5	2	3	
Dentists	13	8	8	0	7	1
Lawyers	6	6	6	2	4	
Nurses	20	13	13	4	8	1
NHAs	6	5	5	1	3	1
Optometrists	6	2	2	1	1	
Pharmacists	13	12	12	5	4	3
Physicians	61	46	62	31	27	4
Real Estate	7	5	5	0	5	
Social Workers	5	5	10	2	8	
Veterinarians	8	7	8	2	6	
No Category		(3)*				
TOTAL	152	117	136	50	76	10
	100%	76.9%	100%	35.8%	55.9%	7.3%

* Incomplete returns indicating no professional category eliminated from further tabulation.

Table 3.2: Breakdown of Journals Answering Yes, Then Offering Special Explanations (N=13).

Profession	Special Articles Only	Continuing Education Calendars	Other
CPAs	1		
Dentists			
Lawyers	2		
Nurses		1	
NHAs			
Optometrists	1		
Pharmacists		1	
Physicians	3	1	
Real Estate			
Social Workers	1		1
Veterinarians			1
TOTAL (13)	8	3	2
100%	61.5%	23.1%	15.4%

Table 3.3: Cross-Tabulation of Publishers' Inclusion of Continuing Education and Request for Abstract of Study Results

Publishers requesting Dissertation Abstract	Publishers Including Continuing Education: Yes*	No	Total
Yes	51 (37.5%)	34 (25.0%)	85 (62.5%)
No	9 (6.6%)	42 (30.9%)	51 (37.5%)
TOTAL	60 (44.1%)	76 (55.9%)	136 (100%)

* Includes all those who responded yes or intend to.

Frequency of including continuing education.

Of the 50 publications represented in the response indicating that they do have continuing education in their journal, 31 (62.0 percent) indicated that the feature appears on a monthly basis (Table 3.4). Five (10.0 percent) reported irregular frequency; 5 (10.0 percent) reported bimonthly frequency; and 6 (12.0 percent) reported a quarterly feature. One journal reported including the feature eight times a year, one reported the feature ten times a year, and one 16 times a year for a percentage of 2.0 percent each.

Of all professional categories, the physicians' publications indicated the greatest involvement. Thirty-one of 62 physicians' publications responding, or 50 percent of that group (Table 3.1) reported that they do have a continuing education feature. Four (6.5 percent) reported that they intended to include one. Seventy-four point two (74.2) percent of physicians' publications with a continuing education feature reported that it appears in their journals on a monthly basis.

Longevity. The responses from publishers who have included continuing education as a feature document a trend since 1973 to add this kind of feature. Forty-seven of the 50 journals which have continuing education (94.0 percent) reported an inception date after 1973;

Table 3.4: Frequency of Inclusion of Structured Continuing Education in Selected Journals (N=50)

Profession	Total incl. Str. Educ.	Ir-reg.	16 x a year	Month-ly	10 x year	8 x year	Bi-monthly	Quar-terly
CPAs	2					1		1
Dentists								
Lawyers	2			1				1
Nurses	4			1			2	1
NHAs	1			1				
Optometrists	1			1				
Pharmacists	5		1	3	1			1
Physicians	31	3		23			3	2
Real Estate								
Social Workers	2	1						
Veterinarians	2	1		1				
TOTAL	50	5	1	31	1	1	5	6
	100%	10.0%	2.0%	62.0%	2.0%	2.0%	10.0%	12.0%

12 of those added a continuing education feature in 1977, 11 in 1978. Three more of those responding positively indicated definite plans for adding structured continuing education to their journal in 1979 (Table 3.5), and six more intending to have not set the date.

Format for continuing education in journal. There were several clearly identified formats described by the responding journals (Table 3.6). The most popular format described by the respondents was the use of selected articles followed by a test, published in the same issue. Seventeen (34.0 percent) of the responding journals are offering this format. Some additionally provide a record-keeping function for participants which is on a fee-for-service basis. An extension of the articles/test format is the use of an outside testing service to develop, administer and maintain records for a standardized test based on a given issue of the journal. In those instances, the journal contracts with the testing service, collecting fees and processing participant requests for the test. Seventeen (34.0 percent) of the respondents are using or planning to use outside testing services. One journal indicated that it planned to accept specific paid advertisements as its form of continuing professional education. When investigated further, it was determined that the respondent meant

Table 3.5: Inception Dates of Structured Continuing Education in Professional Journals (N=50)

Profession	Total incl. CE	Date un-stat.	Be-fore 1973	1973	1974	1975	1976	1977	1978	1979
CPAs	2		1					1		
Dentists										
Lawyers	2				1					1
Nurses	4	1				1		1	1	
NHAs	1							1		
Optometrists	1					1				
Pharmacists	5	1				1			3	
Physicians	31	4	2	1		2	5	9	7	1
Real Estate										
Social Workers	2	2								
Veterinarians	2	1					1			
TOTAL	50	9	3	1	1	5	6	12	11	2
	100%	18.0%	6.0%	2.0%	2.0%	10.0%	12.0%	24.0%	22.0%	4.0%

Table 3.6: Forms of Structured Continuing Education in Selected Professional Journals (N=50)

Profession	Total	Article & Quiz	Standard. Test	Program Instruct.	Other
CPAs	2		1		1
Dentists					
Lawyers	2				2
Nurses	4	2	1		1
NHAs	1	1			
Optometrists	1	1			
Pharmacists	5	1	3		1
Physicians	31	11	12	1	7
Real Estate					
Social Workers	2				2
Veterinarians	2	1			1
TOTAL	50	17	17	1	15
	100%	34.0%	34.0%	2.0%	30.0%

that the journal accepted advertisements announcing continuing education programs from other sponsors. One reported that it was using special case studies as its form of continuing professional education. A mini-course spread over two years' worth of journal issues was identified by another. And programmed instruction was the form for one journal responding.

Recognition of continuing education published in journals. In order for continuing education to be cost-effective for the professional participants, it should be eligible to meet the predetermined requirements specified either by the law governing mandatory continuing education for relicensure or by the professional association requiring voluntary continuing education to maintain membership or specialty status. Of the journals indicating that they do have or intend to have continuing education, 34 (68.0 percent) answered yes to the question regarding whether or not the continuing education published in their journal had professional recognition (Table 3.7). Sixteen (47.1 percent) reporting that they have professional recognition, have it directly from the professional association and 17 (50 percent) reported having recognition from "other" sources which in most cases are academic institutions, offering continuing education credits in the professional specialty. Thirty

Table 3.7: Recognition of Structured Continuing Education in Journals for Meeting Professional Requirements

Profession	N=50 Professional Recognition		N=34 Approval Body			N=50 Meets Mandatory Requir.	
	Yes	No	State	Prof. Assoc.	Other	Yes	No
CPAs	1	1		1		1	1
Dentists							
Lawyers		2					2
Nurses	2	2		2		2	2
NHAs		1					1
Optometrists	1			1			1
Pharmacists	4	1	1	3		4	1
Physicians	26	5		9	17	23	8
Real Estate							
Social Workers		2					2
Veterinarians		2					2
TOTAL	34	16	1	16	17	30	20
	68.0%	32.0%	22.9%	47.1%	50.0%	60.0%	40.0%
	100% N=50			100% N=34		100% N=50	

(60.0 percent) indicated that the recognition accorded the continuing education published in their journal did also meet the mandatory requirements for relicensure.

Economic Considerations of Continuing Education

Source of Income. The predominant source of income related to continuing education identified by 25 (50.0 percent) of the journals having continuing education programs is revenue directly from the practitioner (participant) in the form of fees paid to the journal for this specific service; 14 (28.0 percent) of the journals indicated that the structure of their continuing education program did not appreciably increase the editorial cost, and therefore the publication bore the additional expense of continuing education; two publications indicated that they received funding from outside agencies in the form of foundation grants to develop specific continuing education programs (Table 3.8).

Three journals reported increased advertising revenue as a source of funding. One journal attributed additional subscriptions to its continuing education offering. And, one journal reported that its parent association allocated monies from its general funds to develop the continuing education it publishes.

Participation. In order for the publisher to

Table 3.8: Methods of Meeting Costs of Structured Continuing Education in Professional Journals (N=50)

Profession	Practitioner	Publication	Educational Grant	Advertising Revenue	Other	No Answer
CPAs	1	1				
Dentists						
Lawyers		1			1	
Nurses	1		1			2
NHAs			1			
Optometrists		1				
Pharmacists	4	1				
Physicians	19*	9*		3		
Real Estate						
Social Workers						2
Veterinarians		1				1
TOTAL N=50	25	14	2	3	1	5
100%	50.0%	28.0%	4.0%	6.0%	2.0%	10.0%

* Two publications indicated that cost was split between practitioner and publication

anticipate whether the feature will be cost-effective in the long run, a level of participation is set as a goal in anticipation of a trend. For most publications responding, the activity is too new for them to have gathered these figures. The publications which have collected these data are indicating, for the most part, participation in the thousands (Table 3.9).

Potential. Despite the scanty availability of participation data, the positive response to the question of the potential of continuing education in professional journals was that 23 (46.0 percent) consider it to have an excellent potential; 10 (20.0 percent) consider its potential to be good; and 2 (4.0 percent) consider it only fair or poor. Of the balance of the respondents, 1 (2 percent) indicated they were not sure of the future of continuing education in journals, and 14 (28.0 percent) just did not answer the question (Figure III.10). A cross-tabulation of journals which indicates they either have or intend to have continuing education, and the respondents' predictions for future potential reveals that the majority of those making negative or non-responsive predictions also fall into the category of indicating that they do have continuing education, when in fact it is either non-structured or non-existent (Table 3.11).

Table 3.9: Participation in Structured Continuing Education in Professional Journals to Date (N=50)

Profession	Un-stated	Un-known	1001-5000	5001-10,000	Over 10,000
Chiros	1	1			
Dentists					
Lawyers	1	1			
Nurses	3			1	
NHAs	1				
Optometrists	1				
Pharmacists	2		2		1
Physicians	24		1	1	5
Real Estate					
Social Workers	2				
Veterinarians	2				
TOTAL N=50	37	2	3	2	6
100%	74.0%	4.0%	6.0%	4.0%	12.0%

Table 3.10: Journal Predictions of the Potential of Structured Continuing Education as a Journal Feature (N=50)

Profession	No Answer	Un-sure	Fair	Good	Excel-lent
CPAs		1		1	
Dentists					
Lawyers			2		
Nurses	3				1
NHAs					1
Optometrists					1
Pharmacists	2			1	2
Physicians	6			7	18
Real Estate					
Social Workers	2				
Veterinarians	1			1	
TOTAL N=50	14	1	2	10	23
100%	28.0%	2.0%	4.0%	20.0%	46.0%

Table 3.11: Cross-Tabulation of Journals Which Report They Have or Intend to Have Continuing Education and Prediction For Future Potential of Feature (N=60)

	No Answer	Un-sure	Fair to Poor	Good	Excel-lent
Yes	5		1	9	22
Yes, but...	9	1	2		1
Intend to	5			1	4
TOTAL N=60	19	1	3	10	27
100%	31.7%	1.6%	5.0%	16.7%	45.0%

The findings of the exploratory phase definitely demonstrated that there is sufficient activity within the publishing organizations of professional journals regarding the inclusion or rejection of structured continuing education to warrant further study of the business considerations regarding this decision.

Stage II: Case Study Presentations

The publications selected for in-depth case study presentations were chosen in accordance with the process described in Chapter 1. There is one case study for each professional category identified by Phillips (1977, 1978). Since these case presentations were carefully selected by predetermined criteria, they are offered as examples from each professional field and not as representative of all journals in a specific profession. Each case study will present a total picture of the journal with special attention given to the economic aspects of the decision to include or reject structured continuing education as a journal feature.

Case Study Presentation I

1. Professional Category: Certified Public Accountants.

2. Publication: THE CPA JOURNAL
600 Third Avenue
New York, NY 10016

3. Publishing Organization: The New York State Society of Certified Public Accountants
600 Third Avenue
New York, NY 10016

4. Circulation: 12/31/77: total 31,720; non-paid 117; paid 31,603.

5. Publisher's Editorial Statement:

> The CPA Journal is edited for CPAs. Articles, regular departments and book reviews deal with three major divisions of public accounting--auditing, taxes and management services--and matters of general professional interest. The regular departments are: Administration of Accountants Practice, Auditing and Reporting, Book Reviews, Estate Planning, Federal, State and Local Taxation, Guest Editorials, Letters, Management Services, News and Views, Payroll Taxes and Controls and SEC Commentary (Markaway, 1978).

6. Contact Persons for the Interview: Alan Smelkin, Business Manager; Dan Kramer, Editor.

7. Continuing Education Program in the Journal:

   Inception date: September 1977

   Frequency of feature: Every three months.

   Format: Multiple choice examinations based on published articles in three issues, the two preceding and the current issue.

Source of income:	Participants pay an examination fee.
Recognition:	Foundation of Accounting Education.
Participation to date:	Not specified.
Potential:	It will be, we believe, an important source for continuing education.

8. Economic Decision-Making Considerations:

1. Was it management's intention to have the cost (of continuing education) offset by the income generated by the feature?

Answer: Yes.

2. Factors influencing the decision to include structured continuing education:

Service to practitioner:	Yes.
Possible increase in circulation:	Yes.
Possible increase in advertising revenue:	Yes.
Possible revenue from test fees:	Yes.
Improve competitive ranking of journal:	No.
Other:	The test reinforces readers absorbing the magazine. Many of our readers are in difficult geographic locations to get

continuing education, so they are using the journal to get their credits.

3. Has there been an increase in income attributable to continuing education component?

Answer: Yes.

Comments: There is identifiable income as a result of the continuing education. Right now, the net after expenses is not great. But we look upon this as a long-term investment and expect significant returns.

4. In the issues having the continuing education component, did:

Circulation increase: No.

Comments: Since our program offers a test quarterly based on three issues, the particular issue having the test does not show an increase. However, our overall circulation is increased.

Advertising increase: Yes.

Comments: Based on our increased circulation.

Test fees become a source of profit: No.

Comments: Not yet. We have not recovered our initial investment. Test fees are a definite source of income.

Summary of Case Presentation I

The CPA Journal is an association publication which has since September 1977 offered a structured continuing education corponent to its readers. The publishing organization reports that the component is viewed as a long-term investment with a good potential for income in the future. To date, the feature, while income-producing, has not yielded a direct profit but the journal has gained in overall circulation increase and a resulting increase in advertising revenue.

Case Study Presentation II

1. Professional Category: Dentists.

2. Publication: JOURNAL OF THE ACADEMY OF GENERAL DENTISTRY
211 East Chicago Avenue
Chicago, Illinois.

3. Publishing Organization: The Academy of General Dentistry
211 East Chicago Avenue,
Chicago, Illinois

4. Circulation: 12/31/77: total 30,252; non-paid 6,374; paid 23,878.

5. Publisher's Editorial Statement:

> General Dentistry is edited with emphasis on the total dental health concept and the need of continuing education for all General Dentists, as the means of maintaining their skills and knowledge at current levels of clinical and technological development (80 percent). News articles report AGD activities of national significance and abstracted news of international interest. Industry research and developments are selectively reported (20 percent). Editorial content will exceed 60 percent of the total pages (Harkaway, 1978).

6. Contact Person for Interview: Donna Skwarek, Editorial Staff.

7. Continuing Education Program in Journal:

   Inception date: Plans are for last few months in 1979 or January 1980.

   Frequency: Bimonthly.

Format:	Self-assessment quiz of 50 items: 20 on scientific articles in that issue of the journal and 30 on a specific dental area.
Recognition:	No plans for this now.
Source of Income:	Association's General Funds.
Participation:	N/A.
Potential:	Not specified.

8. Economic Decision-Making Considerations:

1. Was it management's intention to have this cost (continuing education) offset by income generated by benefits of this feature?

Answer:	Not yet decided.
Comment:	The placement of continuing education in the journal is an outcome of an action of the House of Delegates of the Academy. It has been underwritten by monies from the Association's General Funds.

2. Factors influencing decision to include structured continuing education:

Service to practitioner:	Yes.
Possible increase in circulation:	No.
Possible increase in advertising revenue:	Yes.

Comments:	The answers to our tests will be published along with appropriate references from texts. These textbook publishers are strong prospects for advertising.
Possible revenue from test fees:	No.
Comment:	Self-assessment type tests to be published with answers in the journal.
Improved competitive ranking of journal:	Yes.
Other:	This feature will establish self-assessment as a part of fulfilling fellowship status with the Academy.

As the feature has not yet appeared, there are no data yet available regarding its economic impact.

Summary of Case Presentation II

The Journal of the Academy of General Dentistry is an association publication which was mandated by its parent organization to develop a continuing education feature which meets the Academy's requirements for fellowship status. Monies were made available from the association's general funds and (although) increased advertising revenue is anticipated, (it was not a major factor in the decision).

Case Study Presentation III

1. Professional Category: Lawyers.

2. Publication: TRIAL
1050 31st Street
Washington, DC 20007.

3. Publishing Organization: The Association of Trial Lawyers of America
1050 31st Street
Washington, DC 20007

4. Circulation: 12/31/77: total 36,050; paid 36,050.

5. Publisher's Editorial Statement:

> Trial is a legal newsmagazine, directed to trial attorneys who comprise the members of the sponsoring association, and to an audience in the law, government, business, labor, medicine and academia. Its purpose is to be a newsmagazine as well as an educational organ. Trial includes in-depth articles by prominent and/or interested authors on a social-legal question, interpretive news sections on recent developments in law, how-to-do-it articles on questions of legal practice and points of law--and individual discussions or debates by well-regarded authors, or contemporary problems relevant to the readership and to the public interest (Harkaway, 1978).

6. Contact Person for Interview: Richard Bing,
Editor

7. Continuing Education Program in Journal:

Inception date: February 1979

Frequency: Every issue.

Format: Special articles on trial practice and legal trends.

Recognition: None.

Participation to date: Not measurable.

Source of Income: Publication budget.

Potential: Unable to measure to ensure participation.

8. Economic Decision-Making Considerations:

1. Was it management's intention to have this cost (of continuing education) offset by income generated by benefits of feature?

Answer: No.

Comment: But we have benefited from a public relations standpoint. Having a special continuing education feature has improved the public relations of the journal without actually having an expensive public relations program.

2. Factors influencing decisions to include structured continuing education:

Service to practitioner: Yes.

Possible increase in circulation: No.

Possible increase in advertising revenues: Yes.

Possible increased revenues from test fees: No.

Improved competitive ranking of the journal: Yes.

Other: Having a regular continuing education feature has made internal planning of issues easier.

3. Has there been an increase in income attributable to inclusion of structured continuing education?

Answer: No.

4. In those issues having the continuing education component, did:

Circulation increase: No.

Advertising increase: No.

Test fees become a source of income: No.

Summary of Case Presentation III

Although the publication Trial indicates that it has a continuing education component, it in fact does not. It has a continuing education editorial feature which provides no additional income directly although the journal does benefit from improved public relations and more efficient issue planning.

Case Study Presentation IV

1. Professional Category: Nurses

2. Publication: AMERICAN JOURNAL OF NURSING
   10 Columbus Circle
   New York, NY 10019

3. Publishing Organization: The American Journal of Nursing Co. (a wholly-owned subsidiary of the American Nurses Association).

4. Circulation: 12/31/77: total 327,701; paid 327,701.

5. Publisher's Editorial Statement:

   American Journal of Nursing is a professional magazine for nurses. Typical annual editorial content of the journal includes: clinical and nursing care, general nursing news, nursing service, association news, public health and community nursing, nursing education, international nursing. Regular features include: drug data, medical highlights, books and films, equipment, test yourself (Harkaway, 1978).

6. Contact Person for Interview: Gretchen Gerds, Managing Editor.

7. Continuing Education Program in Journal:

   Inception date: March 1977

   Frequency: Four times a year currently.

   Format: Standardized test based on specified reading in the journal.

   Recognition: American Nurses Association. Accreditation of Continuing Education in Nursing.

Participation: Average 5,000-8,000 per offering after available for a year.

Source of Income: Test fees.

Potential: Great potential--we plan to continue because response has been very enthusiastic.

8. Economic Decision-Making Considerations:

1. Was it management's intention to have this cost (of continuing education) offset by income generated by benefits of the feature?

Answer: Yes.

2. Factors influencing decision to include a structured education component:

Service to practitioner: Yes.

Comment: As yet, continuing education courses in nursing are limited; we consider this a service to profession which is part of our mission.

Possible increase in circulation: Yes.

Comment: Although subscription is not required, continuing education is an incentive for subscription.

Possible increase in advertising revenue: No.

Possible revenue from test fees: No.

Comment: Fee to participant covers test construction/handling/record-keeping.

Improved competitive ranking of journal: Yes.

3. Has there been an increase in income attributable to the inclusion of the continuing education component?

Answer: Hard to determine.

Comment: There has been an increase in income since we began offering continuing education but it is hard to attribute income to continuing education alone.

4. In those issues having the continuing education component, did:

Circulation increase: Yes.

Advertising increase: Yes.

Test fees become a source of profit: No.

Comment: The offering is a part of regular magazine budget and the fees cover actual testing expenses.

Summary of Case Presentation IV

Following two years of research and planning by the staffs of the parent organization, the American Nurses Association and the American Journal of Nursing, the

journal has been offering structured continuing education since March 1977, at an average of 5,000-8,000 participants per offering. Its value has been heavily promoted in their advertising sales and circulation operations (Appendix D,H). The economic impact of this feature has been increased circulation and increased advertising revenue in those issues in which it appears.

Case Study Presentation V

1. Professional Category: Nursing Home Administrators.

2. Publication: TRUSTEE
840 N. Lake Shore Drive
Chicago, Illinois.

3. Publishing Organization: American Hospital Association
840 N. Lake Shore Drive
Chicago, Illinois.

4. Circulation: 12/31/77: total 51,218; paid 51,218.

5. Publisher's Editorial Statement:

> Trustee is edited for members of governing boards of hospitals and other health care institutions. Editorial coverage includes articles by trustees themselves, as well as by hospital administrators, social scientists, planners, financial specialists, and others, on such topics as the financial management of a hospital, legal responsibilities of trustees, trustee-medical staff relationships, and trustee-administrators, of national legislation affecting health care; news of court decisions affecting the responsibilities of hospitals and their trustees; a "consultant's column" offering solutions to problems in such areas as medical staff relations, financing, and planning; and news and opinions on current health care issues (Harkaway, 1978).

6. Contact Person for Interview: Daniel S. Schechter,
Editor and Publisher.

7. Continuing Education Program in Journal:

   Inception date: April 1977

   Frequency: Monthly.

Format: 4-8 page instructional insert.

Recognition: None.

Participation: Undetermined.

Source of Income: Development grants from W. K. Kellogg Foundation ($209,500) and American Hospital Association ($70,000).

Potential: Kellogg Foundation has given a similar grant to Canadian Trustee Journal because the program worked out so well.

8. Economic Decision-Making Considerations:

1. Was it management's intention to have this cost (of continuing education) offset by income generated by benefits of the feature?

Answer: Yes.

2. Factors influencing decision to include structured continuing education:

Service to practitioner: Yes.

Possible increase in circulation: Yes.

Possible increase in advertising revenue: Yes.

Possible revenue from test fees: No.

Comment: Self-contained programs, only self-testing involved.

Improved competitive ranking of journal: N/A.

Comment: Only journal in this field.

Other: Geographical dispersion of trustees and rapid turnover make the journal the logical way to reach them with continuing education.

3. Has there been an increase in income attributable to the inclusion of the continuing education component:

Answer: Yes.

Comment: There has been an increase in subscriptions and direct income from sales of reprints and books containing the self-instructional materials.

4. In those issues having the continuing education component, did:

Circulation increase? Yes.

Advertising increase? Yes.

Test fees become a source of profit? N/A.

Summary of Case Study Presentation V

The economics of the continuing education component in Trustee is unusual in that it was developed under sizable grants from the W. R. Kellogg Foundation and the American

Hospital Association which established no cost to the journal. Subsequently, the journal has realized increased circulation, increased advertising revenue, and direct income from the sale of reprints and books containing the self-instructional materials.

Case Study Presentation VI

1. Professional Category: Optometrists

2. Publication: JOURNAL OF THE AMERICAN OPTOMETRIC ASSOCIATION
902 22nd Street
Aliquippa, PA 15001.

3. Publishing Organization: American Optometric Association
243 Lindbergh Boulevard
St. Louis, MO 63141

4. Circulation: 12/31/77: total 22,430; non-paid 4,893; paid 17,627.

5. Publisher's Editorial Statement:

> Journal of the American Optometric Association is directed to the profession of optometry. Doctors of optometry are educated, trained and state licensed to examine eyes and related structures to determine presence of vision problems, eye disease or other abnormalities, and to prescribe optical aids. Educational copy (40 percent); feature news on members of the profession; and new developments in equipment and process, make up a total of no less than 50 pages each month. This is the official publication directed to optometry. Special features deal with practice management, new products, abstracts, motorists' vision and others (Harkaway, 1978).

6. Contact Persons for Interview: Fred Jones, Advertising Manager;
Milton J. Eger, OD, Editor.

7. Continuing Education Program in Journal:

   Inception date: 1975

   Frequency: Monthly.

Format: Self-assessment program.

Recognition: American Optometric Association.

Source of Income: Publication.

Participation: Exact number not specified.

Potential: Excellent--we are now publishing "Case in Point" feature and are contemplating open book type tests following technical articles.

8. Economic Decision-Making Considerations:

1. Was it management's intention to have this cost (of continuing education) offset by the income generated by benefits of feature?

Answer: Yes.

2. Factors influencing the decision to include structured continuing education:

Service to practitioner: Yes.

Possible increase in circulation: Yes.

Possible increase in advertising revenue: Yes.

Possible revenue from test fees: No.

Improved competitive ranking in field: Yes.

Other: The profession has a habit of trying to prove itself to the consumer.

3. Has there been an increase in income attributable to the inclusion of the continuing education component?

Answer: No.

Comment: The continuing education component currently in the journal is in the nature of a self-assessment program. The contributors who author these programs receive credit in the form of the Optometric Recognition Award for writing published articles. The participants, however, do not receive credit for the current program. With the program that we are planning for the future, it will be possible for the practitioners to earn continuing education credit as well. Because we have had the self-assessment program since the inception of the journal, we cannot attribute a direct increase in income to it.

4. In those issues having the continuing education component, did:

Circulation increase? No.

Advertising increase? No.

Test fees become a source of profit? No.

Comment: It is difficult to attribute increase in income to continuing education since our current program appears in every issue.

Summary of Case Study Presentation VI

The Journal of the Optometric Association is an association publication which has had a self-assessment form of continuing education in every issue since its inception. Those authors who contribute the material for this program receive continuing education credit from the association for writing published articles. The practitioners do not currently earn credit. The publication is planning an open book type test following technical articles. Practitioners may be able to earn credit for this feature. While it was the intention to have the cost of the feature offset by the benefits to the journal, the income attributable to the continuing education feature cannot be isolated at this time.

Case Study Presentation VII

1. Professional Category: Pharmacists.

2. Publication: DRUG STORE NEWS
   99 Park Avenue
   New York, NY 10016

3. Publishing Organization: Chain Store Age
   (Lebhar-Friedman)
   99 Park Avenue
   New York, NY 10016

4. Circulation: 12/31/77: total 31,557; paid 26,207; non-paid 5,350.

5. Publisher's Editorial Statement:

   Drug Store News is a merchandise oriented publication for operating and executive personnel in chain drug store companies. Articles deal with means and methods of making profits by employing more effective store merchandising, office and warehouse operations. Its major editorial thesis is the need for better sell-through and means of achieving it on the part of the stores. Collateral material tied in with this concept, i.e., news of the industry (10 percent), merchandise news (10 percent), pharmaceutical section (20 percent), editorial comment (5 percent), and regular features (55 percent) (Harkaway, 1978).

6. Contact Person for Interview: Abby Nyman, Director of Continuing Education in Pharmacy Program.

7. Continuing Education Program in Journal:

   Inception date: January 1975.

   Frequency: 16 times per year.

Format:	Published articles with home study lesson and objective test.
Recognition:	State Boards of Pharmacy and National Organization.
Participation:	Over 10,000 a year.
Source of Income:	Fees from individuals and from professional's employers.
Potential:	Excellent.

8. Economic Decision-Making Considerations:

1. Was it management's intention to have this cost (of continuing education) offset by the income generated by benefits of the feature?

Answer: Yes.

2. Factors influencing the decision to include structured continuing education:

Service to practitioner:	Yes.
Possible increase in circulation:	Yes.
Possible increase in advertising revenue:	Yes.
Possible revenue from test fees:	Yes.
Improved competitive ranking of journal:	Yes.
Other:	To create better association affiliations and contacts.

3. Has there been an increase in income attributable to the inclusion of the continuing education component?

Answer: Yes.

4. In those issues having the continuing education component, did:

Circulation increase: Yes.

Advertising increase: Yes.

Test fees become a source of profit: Yes.

Summary of Case Study Presentation VII

Drug Store News, published by the organization which produces the Chain Store Age management journals, is a professional journal servicing those pharmacists who work in drug stores. The publishers deliberately developed a specific continuing education program which would meet practitioners' requirements for continuing education necessary for recognition by their professional association and state board requirements for relicensure. This venture was planned with the intent of generating income and has done so directly through testing fees and indirectly through increased circulation and advertising. The unique aspect of this enterprise, however, is that Drug Store News developed a specific marketing plan for

the continuing education program and set up a separate division within the publishing program to administer it. And, while the journal does accept participation by individual pharmacists, the bulk of the participants are enrolled and subsidized by their drug chain employers who buy the continuing education service from the journal in quantity for each chain's staff of pharmacists.

Case Study Presentation VIII

1. Professional Category: Physicians.

2. Publication: POSTGRADUATE MEDICINE
4530 West 77th Street
Minneapolis, MN 55435

3. Publishing Organization: McGraw-Hill Publications
4530 West 77th Street
Minneapolis, MN 55435

4. Circulation: 12/31/77: total 109,433; paid 3,592; non-paid 105,841.

5. Publisher's Editorial Statement:

> Postgraduate Medicine is edited for family doctors (GP, Internist and DO), providing proved clinical advances to help them in their daily practice. Complete, original clinical articles stressing the diagnosis and treatment of medical problems encountered in general practice are included in each issue. Clinical symposiums in each issue are accompanied by tests which may be completed for AMA Category I Credits, and AAFP Prescribed Credit (Harkaway, 1978).

6. Contact Person for Interview: Allan J. Ryan, MD, Editor-in-Chief.

7. Continuing Education Program in Journal:

   Inception date: January 1976

   Frequency: Monthly.

   Format: A series of articles on which a quiz is based.

   Recognition: American Medical Association; American Academy of Family Practice.

Source of Income: Participants pay a $10 fee for each quiz submitted for credit.

Participation: Average 400 a month.

Potential: Potential is good for those who do the quiz.

8. Economic Decision-Making Considerations:

1. Was it management's intention to have this cost (of continuing education) offset by the income generated by benefits of the feature?

Answer: Yes.

2. Factors influencing the decision to include structured continuing education:

Service to practitioner: Yes.

Possible increase in circulation: Yes for paid circulation; no for controlled circulation.

Possible increase in advertising revenue: Yes.

Possible revenue from test fees: No.

Improved competitive ranking of journal: Yes.

Other: In 1976, State Medical Societies Societies and specialty organizations were beginning to require evidence for recertification and for meeting the mandatory continuing education requirement laws. This was a means of expanding opportunities for the practitioner to get it.

3. Has there been an increase in income attributable to the inclusion of the continuing education component?

Answer: Yes.

4. In those issues having the continuing education component, did:

Circulation increase? Yes.

Comment: Although the major portion of the circulation is controlled, there has been a definite increase in the paid (subscription) circulation portion since the feature began.

Advertising increase? Yes.

Comment: It has had a significant effect on advertising; advertisers say it is evidence of our concern.

Test fees become a source of profit? Sometimes.

Comment: The journal has introduced a self-assessment feature as well because our readers like the continuing education so well. We have found through our readership studies that this feature has had a significant effect and as a result our circulation and advertising have increased.

Summary of Case Study Presentation VIII

Postgraduate Medicine is a professional journal published by a major textbook publisher, McGraw-Hill. The addition of a continuing education component was undertaken to meet the needs of the readers but has proved to be so successful in increased income directly from test fees and indirectly from increased circulation and advertising that the journal is now contemplating the addition of another continuing education feature in the format of a self-assessment.

Case Study Presentation IX

1. Professional Category: Real Estate Personnel.

2. Publication: JOURNAL OF PROPERTY MANAGEMENT
430 North Michigan Avenue
Chicago, Illinois 60611

3. Publishing Organization: Institute of Real Estate Managers, National Association of Realtors,
430 North Michigan Avenue
Chicago, Illinois 60611

4. Circulation: 12/31/77: total 10,733; paid 10,205; non-paid 568.

5. Publisher's Editorial Statement:

> Journal of Property Management presents articles developed primarily by members of the Institute of Real Estate Management (CPMs) for fellow members and others working in the field of property. Described methods of planning or handling the many phases of property management: purchasing, personnel, rehabilitation, accounting, maintenance, construction, leasing, developing, etc. Types of property include office and store buildings, manufacturing plants, residences, duplexes, garden and high-rise apartment buildings, condominiums, cooperatives, shopping centers and other buildings (Harkaway, 1978).

6. Contact Person for Interview: Gloria Naurocki, Managing Editor.

7. Continuing Education Program in Journal: This journal has decided not to include structured continuing education as a regular feature, at this time.

8. Economic Decision-Making Considerations:

While realtors, who do have mandatory continuing education requirements, make up a percentage of the readership of this journal, the largest percentage of readers are real estate managers who do not have such a legal requirement. The economic return of trying to offer this specialized service to such a small segment of the readership did not warrant the extensive investment necessary to establish a system which would provide the documentation necessary to meet the requirements of the law. Since the journal's readers who are real estate managers can obtain their continuing education through meetings and correspondence courses sponsored by the Institute of Real Estate managers, the publisher did not feel a specific continuing education component was warranted at this time.

Summary of Case Presentation IX

The Journal of Property Management is an association publication sponsored by the Institute of Real Estate Managers of the National Association of Realtors. Although this journal does not have a continuing education component, it was chosen for interview because in responding to the questionnaire, an interest was expressed in this study. The reason that this journal

does not have a continuing education feature is based on as sound economic decision-making as those journals which have elected to include such a feature. The demographic makeup of the journal does not include a large enough segment which has a mandatory requirement for continuing education for relicensure. Therefore, the costly investment of instituting a continuing education feature would not be offset by potential income generated by the feature. It was for economic reasons that the decision was in the negative.

Case Study Presentation X

1. Professional Category: Social Workers.

2. Publication: AMERICAN SOCIOLOGICAL REVIEW
1722 N Street NW
Washington, DC 20036

3. Publishing Organization: American Sociological Association
1722 N Street NW
Washington, DC 20036

4. Circulation: 1,800.

5. Publisher's Editorial Statement:

> American Sociological Review serves sociologists and social scientists in related fields. Articles and studies cover the many areas of concern to social scientists such as: criminology, education, marriage and the family, race relations, social psychology, and the sociology of law, politics and medicine. Each issue carries on an average of 14 articles and research notes (Harkaway, 1978).

6. Contact Person for Interview: Dr. Murray Rhodes,
Executive Associate for Programs on Teaching.

7. Continuing Education Program in Journal: This journal has decided not to include structured continuing education as a regular feature.

8. Economic Decision-Making Considerations:

This journal services social scientists of whom social workers represent only a small number. The majority of the readers are identified as "PhDs in sociology who do not need to earn continuing education credits." The

interviewee further indicated that the wide variety of practice areas of the social scientists precludes the development of speciality features and the intent of the journal is to provide broad-based sociological material that would be of interest to all its readers. The interviewee saw no need for undertaking the investment of developing structured continuing education nor the expense of maintaining such a feature on a regular basis as the journal is currently meeting the needs of its readers without such an undertaking.

Summary of Case Study Presentation X

The American Sociological Review is an association publication sponsored by the American Sociological Association. As with all the journals responding in this category, this publication does not offer a structured continuing education component. The reason offered for deciding against including a continuing education feature is that the journal services a variety of social scientists, including the social workers who require mandatory continuing education. Since the latter represent a relatively small percentage of the circulation, and the bulk of the readership is perceived by the publisher as not needing continuing education, the decision was not to undertake the expense of the development or

maintenance of structured continuing education as a regular feature.

Case Study Presentation XI

1. Professional Category: Veterinarians.

2. Publication: MODERN VETERINARY PRACTICE
300 East Cahon Perdido
Santa Barbara, CA 93102

3. Publishing Organization: American Veterinary Publications, Inc.,
Drawer KK
300 East Cahon Perdido
Santa Barbara, CA 93102

4. Circulation: 12/31/77: total 15,019; paid 13,922; non-paid 1,097.

5. Publisher's Editorial Statement:

> Modern Veterinary Practice is written and edited for the practicing veterinarian. It is a practitioners' journal rather than a research-type publication. Feature articles comprise an average of 37 percent of each month's issue. These include technical and general articles on small and large animal practice, as well as developments of both business and economic interest to practicing veterinarians. Balance of editorial content in an average issue is devoted to regular monthly departments such as radiographic interpretation, the equine practitioner, questions and answers, the Antelyes touch, money management, and others (Harkaway, 1978).

6. Contact Person for Interview: Fred Hamlin,
Publisher.

7. Continuing Education Program in Journal:

Inception date: January 1976

Frequency: 6-8 times a year.

Format:	"Cliniquiz"-multiple choice questions based on contents of that issue.
Recognition:	None.
Source of Income:	Publication.
Participation:	Hard to determine since there is no direct participant return to journal.
Potential:	Based on limited survey, response has been excellent. We see the potential as good.

8. Economic Decision-Making Considerations:

1. Was it management's intention to have the cost (of continuing education) offset by the income generated by benefits of feature?

Answer:	Indirectly.
Comment:	Our initial intention was to provide a reader service to those doctors who wanted to participate in self-assessment. We have found, however, that the feature does generate income.

2. Factors influencing decision to include structured continuing education:

Service to practitioner:	Yes.
Possible increase in circulation:	Indirectly.
Possible increase in advertising revenue:	Yes.

Possible revenue from test fees: No.

Improved ranking of journal: Yes.

Other: Having the Cliniquiz as a regular feature has been very useful in planning the journal issues and staff time allocated to them. This has made our editorial staff more efficient.

Comment: We hoped that by including this feature, we would see an increase in circulation attracted by the continuing education. We planned this as a regular editorial feature and expected to be able to use it as a sales point to our advertisers. Our own readership study shows that the feature does rate high with the readers and has thus improved our competitive ranking in the field.

3. Has there been an increase in income attributable to the inclusion of the continuing education component?

Answer: It is hard to say.

Comment: We do not see any direct income because the feature is a regular part of editorial and as such is included in the budget. And, the way it is set up, the doctors do not pay a separate fee to us. But we do believe that the feature has improved our competitive standing and improves our journal as a medium for advertising.

4. In those issues having the continuing education component, did:

Circulation increase? No.

Advertising increase? It has been used as a sales point.

Did test fees become a source of profit? Does not apply.

Summary of Case Presentation XI

Modern Veterinary Practice is a professional journal published by a private corporation. Since January 1976, it has been publishing a continuing education feature 6-8 times a year as a regular part of its editorial content. Initially begun as a reader service, this self-assessment feature has served indirectly to generate income to the publication. As a sales point to advertisers, the continuing education component has improved the competitive ranking of the journal in its field. It has also provided the editorial staff with a dependable regular feature which helps them in staff utilization, making the organization more efficient. The publisher has considered developing the continuing education component into a more direct income producer through the payment of test fees, but at this time the

idea has been negated. The publisher is satisfied with the high reader ratings the feature gets on his readership surveys and the positive influence it has on the journal's ranking in the field.

Summary of Case Study Presentations

Representatives of eleven publications were interviewed regarding the economic factors influencing the decision to include or reject structured continuing education as a regular feature of the journal. Nine of the publications have made positive decisions and either have or plan to have a structured continuing education component. Two journals have made negative decisions and do not have nor plan to have such a feature.

In rank order, the economic factors which led to positive decisions regarding the inclusion of continuing education are:

1. Service to practitioner,
2. Possible increase in advertising,
3. Possible increase in circulation,
4. Improved ranking in the field, and
5. Possible revenue from test fees.

All of the journals responding that they have or plan to have continuing education in the journal indicate that this is done as a service to practitioners (Table 3.12). Only one was negative regarding a potential for increased advertising revenue generated by this feature. Possible increase in circulation and improved ranking in the field were actually tied for third place. These factors, for some journals, are beyond the laws of supply and

Table 3.12: Interview Summary of Economic Factors Influencing Decision to Include Structured Continuing Education (N=11)

Economic Factors	Decision to Include		
	Yes	No	No Answer
Service to Practitioner	9	0	2
Possible Increase in Circulation	7	2	2
Possible Increase in Advertising Revenues	8	1	2
Possible Revenue from Test Fees	2	7	2
Improved Competitive Ranking	7	1	3
Other	10	0	1

demand. For example, journals having controlled circulations do not anticipate an increased circulation by the addition of an attractive feature because the circulation is already a fixed figure. Likewise, at least one journal answered that it did not foresee an improved ranking in the field since it was the only journal offering its particular service in its specific field. Possible revenue from test fees was seen as the least important factor by those responding. This is definitely a result of the format of the structured continuing education in some cases because those having a self-assessment type feature do not necessarily have a test fee. In two instances in which the journal does have a test fee, it was specifically stated that the fee only covered the cost of the test construction, test handling and record-keeping, and therefore was not intended as a source of profit.

Eight of the journals interviewed were able to report on the economic impact of the structured continuing education feature on their publication. Two were not able to report on actual economic impact because they do not have or plan to have such a feature. One journal interviewed has not yet started to publish its feature, although it is well into the development stage (Table 3.13). Only two journals of the eight who

Table 3.13: Economic Impact of Structured Continuing Education on Professional Journals (N=8)

Impact	Positive	Negative	No Answer
Increased Income Attributable to Continuing Education Component	4	2	2*
Circulation Increase	5	3	
Advertising Revenue Increase	6	2	
Test Fees Become a Source of Profit	2	4**	2

* Both responded that it was not possible to attribute increased income to any one feature.

** CPA Journal has already recovered investment and expects to make a profit in the future; AJN structured fee so that it was intended only to cover cost.

responded indicated that they were not able to document increased income attributable to the continuing education component. When the income sources were identified, however, the two journals that indicated that they could not attribute income to the continuing education feature were able to state that in those months having structured continuing education, their advertising revenue increased. One also indicated an increase in circulation for those months. The rank order of the three factors analyzed is:

1. Advertising revenues increased,
2. Circulation increased, and
3. Test fees become a source of profit.

Finally, a comparison of the economic intent of the journal when undertaking to include a continuing education component and the actual economic outcome is very revealing (Table 3.14). With regard to offsetting the cost of the feature generated, six intended that it work that way and stated that it did so; one so intended and stated that it did not materialize; and one did not intend to have it cost-effective and indicated that it was not.

The one journal, Trial, definitely indicating that management did not intend to offset the cost of the feature by income generated as a result of the feature

Table 3.14: Comparison of Economic Intent Versus Economic Outcome by Journal

	Management's Intent Offset Expense by Income	Income Increased Attributable to Continuing Ed. Component
1. CPA Journal	Yes	Yes
2. Journal Academy of General Dentistry	Not decided yet	Has not yet appeared
3. Trial	No	No
4. American Journal of Nursing	Yes	Hard to determine circ. & adv. incr.
5. Trustee	Yes	Yes
6. Journal of Amer. Optometric Assoc.	Yes	No
7. Drug Store News	Yes	Yes
8. Postgrad. Medicine	Yes	Yes
9. Journal of Property Management	No continuing education component	
10. American Sociological Review	No continuing education component	
11. Modern Veterinary Practice	Indirectly	Improved compet. standing and is used as sale point for adv.

also indicated no income increase as a result of the continuing education component.

Only one journal, the Journal of the American Optometric Association, indicated that it was management's intent to offset cost by income generated and reported that they were not able to document any income increase.

All other publications interviewed which indicated a definite intent to offset cost by income generated were either able to make general affirmative statements about direct income or were able to point to increase in circulation or advertising as indications of increases in income which came about indirectly because the continuing education component could be used as a sales feature of the publication. It would seem, therefore, that there is a definite relationship between positive economic goals and actual economic outcome.

These case study presentations reveal that the inclusion of structured continuing education in professional journals can have a positive economic impact on the journal and tend to support and extend the findings of Stage I.

CHAPTER 4

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This fourth and final chapter is divided into three sections. The first section is a summary of the project as it was undertaken. The second section is a statement of the conclusions which were drawn from the data reported in Chapter 3 and which answer the questions raised in the problem statement. The third section is a set of recommendations both for publishers wishing to consider the inclusion of structured continuing education as an income-producing feature in their publications and for future researchers who may wish to pursue avenues opened by this study.

Summary

This project reported the current status of structured continuing education in the management of selected professional journals with regard to the factors of economics, marketing, and organizational development that are involved in the managerial decision-making process.

Problem Statement

The focus of this report was the administrative considerations in instituting or rejecting structured continuing education for a given journal. The problem of this study was to determine what business administration considerations were elements in the managerial decision-making process conducted by the journal's personnel and what the positive or negative results have been in terms of operating benefits and profits to the publication.

Research questions: In order to answer the problem statement, the following researchable questions were raised:

1. What is the market potential for structured continuing education in the journals of those professions which have mandatory continuing education requirements?

2. What is the current status of continuing education in selected professional journals?

3. How do publishers propose to meet costs of structured continuing education in their publications?

4. What are the benefits management expected when deciding to include structured continuing education?

5. What have been the results of the inclusion of structured continuing education in the journal?

Initial literature search. Using the periodical directories in the fields of business, publishing and education as well as computer-assisted literature searches, it was determined that there were no available data reporting the historical or current status of structured continuing education as a published feature in professional journals. This initial literature review, therefore, pointed to the need for an exploratory study to establish baseline data that justified further pursuit of the topic. Using the managerial decision-making process as a theoretical framework, an exploratory study was executed.

The Exploratory Study

Using the criterion of mandatory continuing education for the identification of likely professions, eleven professional categories were selected. Journals serving those professions were then sought. One hundred fifty-two publishers, representing publications in the eleven professions, were approached by mail. Each was sent a cover letter and an eight-point questionnaire (Appendix B). A total of 117 responses were received. However, some publishers reported on more than one of their journals and therefore the responses represented 139 publications. Three questionnaires had to be discarded because

the respondent did not fill in the journal's name and thus the response could not be categorized. Of the remaining 114 respondents, representing 136 journals, 50 answered that they do have a regular structured continuing education feature and 10 answered that they intend to have such a feature and reported the stage in development at which they were when answering the questionnaire. With 44.1 percent of returns answering in the positive and contributing valuable information regarding the various income sources and high participation, it was determined that the exploratory study did yield sufficient baseline data to continue on to Stage II and to pursue in-depth case study reports with representative publications of the eleven professional categories.

Stage II : Case Study Reports

Representatives of eleven publications were personally interviewed. Using their initial questionnaire response as a baseline for administering the interview schedule (Appendix C), an in-depth interview was conducted:(1) to determine the organization's economic intent in including or rejecting structured continuing education; (2) to explore the marketing impact of structured continuing education on the publication relative

to advertising, circulation, and competitive placement; and (3) to attempt to gain some insight on organizational development within the publishing organization.

Of the eleven publications whose representatives were interviewed, eight enthusiastically responded that structured continuing education as a marketable feature had had a positive economic impact on their organizations. Only one reported no economic impact and the management of that journal had indicated that they had no intention of generating income as a result of the feature. Two journals were in broad fields in which only a small percentage of their readerships had mandatory continuing education requirements. Both reported that it would be uneconomical and that was their reason for not undertaking such a venture.

Conclusions

Data from both the exploratory study and the case study reports were compiled and analyzed. The data analysis was applied to the research questions to arrive at the conclusions of this project.

Question One: What is the market potential for structured continuing education in the journals of those professions which have mandatory continuing education requirements?

The publishers responding, overall, indicated a good to excellent potential when asked directly (Table 3.10). When the question on potential was cross-tabulated with the question on inclusion (Table 3.11), publishers who were actually involved in structured continuing education or had specific plans to include the feature, tended to project excellent potentials. It was primarily those publications which considered themselves as having it but in fact did not (the "Yes, but . . ." group) which either did not answer the question or did not project a positive potential. It is probable that this latter category, especially (the "Yes, but . . ." group) since they do not understand what structured continuing education in a journal means, are therefore unable to make market predictions.

Another good indicator of potential is the current participation and growing interest by publishers. An item not originally intended for scoring on the exploratory questionnaire was a check-off where respondents could request a summary of the results of this study. Anticipating that 10-15 percent of the respondents would request results, it was overwhelming to have over 60.0

percent make such a request (Table 3.3). What was even more astounding was that 25.0 percent of those requesting results did not currently have a structured continuing education feature. It could be inferred, therefore, that they may still be open to weighing the economic factors of making a decision to include the feature.

Question Two: What is the current status of continuing education in selected professional journals?

Of the responding journals, 44.1 percent indicated that they had or intended to have material clearly identified as "continuing education" (Table 3.1). Of those indicating that they do have continuing education, 68.0 percent have official recognition from an outside agency and 60.0 percent meet the requirements for mandatory continuing education (Table 3.7).

The majority of journals having structured continuing education use the format of articles on which a test is based (Table 3.6) and the feature appears most usually on a monthly basis (Table 3.4).

Question Three: How do publishers propose to meet costs of structured continuing education in their publications?

When asked directly how they intend to meet costs of

the continuing education feature, the overwhelming response was from fees paid by practitioners (Table 3 .8). However, when asked on interview whether management anticipated income to be generated that would offset the costs of the feature, the answer was usually yes (Table 3.14). Fees from practitioners for tests or other services were less important than, in most cases, increased advertising revenue and increased circulation as income producers. The continuing education feature improved the competitive standing of the journals for the advertising dollar investment and for consumer purchase of the journal.

Question Four: What are the benefits that management expected when deciding to include structured continuing education?

The response to this question came directly from the case study interviews. As reported in the preceding paragraph, management usually expected to see increased advertising revenue, increased circulation and better competitive standing for the journal in the field. In all cases, service to practitioners was reported as the primary reason for including the continuing education feature (3 .12). It should be noted that by serving the practitioners better, the journal itself becomes a more

marketable package both to advertisers and consumers. In most cases, income from test fees and other services was designed to cover costs rather than generate profit directly from participant fees. The income above costs was intended to be the income generated by increased advertising and circulation which could be documented but not necessarily attributed only to this feature.

Question Five: What have been the results of the inclusion of structured continuing education in the journal?

From the enthusiastic predictions for the potential of continuing education in journals, it can be concluded that the impact has been positive. The journal personnel interviewed for the Case Study Reports were hesitant to state categorically that continuing education increased advertising and circulation although they definitely considered it a factor in the increased income from those sources that has resulted in the period since the decision to include a structured continuing education feature.

One publisher indicated that the continuing education feature made his organization more efficient since it permitted advance planning for publication and better utilization of staff time.

Among the publications selected for Case Study Reports having fully accredited and operational continuing education programs are two which represent contrasting philosophical positions. One, The American Journal of Nursing, has a complex program which was designed primarily as a consumer service. As such, the journal underwrites the publication of the editorial material and offers to process a testing and record-keeping service at cost. Response has been phenomenal, approximately 30,000 a year. In addition, advertising revenue and circulation have increased.

The other publication, Drug Store News, while it offers a continuing education feature as a consumer service, lays its emphasis on the delivery of the service. As such, the organization has developed a Continuing Education Division, the sole purpose of which is to market the journal's continuing education package in quantity to chain drug store employers of pharmacists. Income generated by the Continuing Education Division has been sizable.

In all of the interviews, only one interviewee indicated that while the publisher decided to include continuing education, management did not intend the feature to generate income to offset costs. It was reported that income was not generated. This is an important

observation. Structured continuing education involves cost. Management's economic objectives regarding the feature and its potential for generating income can become a self-fulfilling prophecy.

Summary of Conclusions

Based on the data analysis, it was concluded that (1) there is a good to excellent market potential for continuing education in journals; (2) 36.8 percent of the professional journals investigated are involved in continuing education in some form and 62.5 percent are interested in considering more data on the subject; (3) most publishers expected practitioners to pay fees to cover costs; (4) management anticipated increased advertising revenue, increased circulation and improved standing in the field as benefits of including continuing education; and (5) there can be direct benefits in the form of income from marketed continuing education and indirect benefits in the form of increased advertising and increased circulation.

Recommendations

The results of this study have only evaluated the tip of the iceberg on a movement that is still in the process

of development. The element of structured continuing education has only appeared in professional journals since 1973 (Table 3.5). There are many publishers who are just beginning to consider the possibility of such a feature in their own journals. There is need of much more research to help them make better business decisions that are feasible within the constraints of their own organization. Three main areas publishers will want to consider are: (1) their attitude about the feature with regard to its potential as an income producer; (2) the format selection that is most cost-effective for their organization; and (3) careful identification of sources of income, both direct and indirect.

It is further recommended that this study be replicated at a later date because of the fluidity of the data available. Even within the time frame of the execution of this study, the field has continued to enlarge and expand. It would be interesting to see what the changes are even in the limited sample used here.

Finally, this study was undertaken to report the current status of structured continuing education in the management of selected journals. The foregoing is a report of economic, marketing and organizational development considerations that were explored in the

managerial decision-making process undertaken by publishers of professional journals when considering the inclusion or rejection of structured continuing education in their publication.

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APPENDIX A

WRITER'S PROPOSAL

OF MARCH 1975

JAMES C. SASMOR ASSOCIATES

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212 / 683-3421 • Suite 1700

James C. Sasmor

11 March 1975

Proposal for the Use of
Professional Journals
as Media for Continuing Education

The Editorial material and Advertising would serve as instructional text and those articles and advertisements involved would be designated by insignia on each.

Tipped-in the Journal would be an insert of short answer test questions of the type which can be mechanically marked, and a stamped mailer.

The reader/practitioner reads/studies the Journal contents, fills out the examination, detaches it and mails it in to the processing/marking agency, which may or may not be the publication's office, with bank check enclosed and a stamped, self-addressed envelppe. It is graded and returned to the practitioner with a sheet indicating correct answers and page references. The professional Society, government regulatory body, University, or whatever becomes arbiter of CEUs, assigns the credits to the practitioner for the marked exam when it is notified by the processing agent. The granting organization for CEUs would review with the Journal editor and approve for credit the study material and test in each Issue prior to publication.

If the CEU granting organization considers it necessary, the respondent must have notarized his signed statement that the practitioner submitting the exam is the sole source of the answers.

Since it is expected that each State will set its own standards for relicensure, there can be split-runs in the Journal to accomodate the variations by States, if necessary.

If a Journal's circulation only covers a portion of the universe of practitioners, it will offer single copy sales to others.

There will be a cut - off date established a certain number of days after distribution of the Issue and no completed examinations may be submitted after that date. The exam and answer sheet will not be returned to any practitioner before thatt date to discourage distribution of correct answers to those who might seek them for use on the exam.

The fees shall belong to the Journal, less any assessment made by the CEU granting body and the State for their part in the procedure.

APPENDIX B

QUESTIONNAIRE
and
COVER LETTERS

QUESTIONNAIRE

Title of Publication: _____

The following questions are designed to investigate the current status of continuing education in professional journals. Please feel free to add any comments you think would be helpful in the exploration of this topic.

1. Does your journal publish (or plan to publish) material clearly identified as "continuing education" ?

   Yes___ No___

   If No is checked, please do return the questionnaire for inclusion in the tabulation. If Yes, please continue.

2. What was (or will be) the inception date of the feature?

   _____

3. How often does (or will) the feature appear?

   _____

4. What form does (or will) the continuing education take?

   _____

   _____

5. Does the continuing education material published in your journal have recognition which allows its use for meeting professional continuing education requirements?

   _____

   a. If Yes, who grants the recognition?

   _____

   b. Does this recognition meet mandatory continuing education for relicensure requirements?

   _____

6. How is the cost of this continuing education feature met?

   _____

   _____

7. What has been the participation to date?

   _____

   _____

8. What potential does this continuing education medium in journals seem to have?

   _____

   _____

If you wish to have a summary of the results of this questionnaire, please check here. _____

7113 Lynnwood Drive
P.O. Box 16159
Tampa, Florida 33687
31 August 1978

Dear Publisher:

The purpose of this letter is to request your assistance in gathering information about a special feature which is emerging in some journals.

I am currently working on my doctoral dissertation which is entitled "The Existence of Certain Structured Elements of Continuing Education in Selected Professional Journals". The enclosed short questionnaire is designed to help in evaluating the current activities in journals regarding their participation in offering specific programs of continuing education to their readers. Your completion and return of the questionnaire by 2 October 1978 will be much appreciated. Should you be interested in a summary of the final tabulations, I would be pleased to make it available to you.

Thank you very much for your cooperation.

Sincerely,

James C. Sasmor

James C. Sasmor

7113 Lynnwood Drive
P.O. Box 16159
Tampa, Florida 33687
9 October 78

Dear Publisher:

May I seek your attention again in this follow-up mailing?

The purpose of this letter is to request your assistance in gathering information about a special feature which is emerging in some journals.

I am currently working on my doctoral dissertation which is entitled "The Existence of Certain Structured Elements of Continuing Education in Selected Professional Journals". The enclosed short questionnaire is designed to help in evaluating the current activities in journals regarding their participation in offering specific programs of continuing education to their readers. Your completion and return of the questionnaire by 1 November 1978 will be much appreciated. Should you be interested in a summary of the final tabulations, I would be pleased to make it available to you.

Thank you very much for your cooperation.

Sincerely,

James C. Sasmor

James C. Sasmor

APPENDIX C

INTERVIEW SCHEDULE

PROPOSED QUESTIONS FOR THE INTERVIEW

1. The inclusion of a separate and structured continuing education component in your journal obviously has a cost. Was it management's intention to have this cost offset by income generated by benefits of the feature?

2. Please comment on the following factors which might have determined the decision to include a separate and structured continuing education component in your journal:
   a. Service to the practitioner
   b. Possible increase in circulation
   c. Possible increase in advertising revenue
   d. Possible revenue from test fees
   e. Improved competitive ranking of the journal
   f. Other

3. Has there been an increase in income attributable to the inclusion of the continuing education component?

4. In those issues having the continuing education component did:
   a. circulation increase?
   b. advertising increase?
   c. test fees become a source of profit?

APPENDIX D

AMERICAN JOURNAL OF NURSING

CIRCULATION PROMOTION PIECE

NOW AMERICAN JOURNAL OF NURSING OFFERS YOU SUBSTANTIALLY EXPANDED EDITORIAL COVERAGE, CONTINUING EDUCATION CONTACT HOURS...AND A FREE GIFT!

Dear Registered Nurse:

As a member of the nursing profession you thoroughly enjoy your work—you do it well and are proud of the fact. You recognize your responsibilities—and have a keen interest in the many aspects of contemporary nursing. The advances, techniques, materials, issues, ethics. In short, you're a nurse who wants to keep up with nursing—*to be informed* and *stay informed* on all that's happening in the field today.

If that describes you, then the AMERICAN JOURNAL OF NURSING has to be your kind of publication. Designed specifically for you, AJN is geared in every way to keep you professionally knowledgeable and aware.

INCREASED EDITORIAL

Of course, that was always AJN's approach. And today, it's more meaningful than ever. AJN has greatly expanded its editorial content: more news, more in-depth articles, more special features like "The Legal Side," dealing with the law and its effect on nursing. All of it is presented in AJN's unique style. Writing that's crisp, cogent, comprehensive. *Totally accurate, completely reliable, refreshingly readable.*

AJN, MOREOVER, IS EDITED FOR NURSES BY NURSES—professionals such as yourself—whose background and "on-the-line" experience gives them extraordinary insight into your needs, problems, aspirations. The kind of understanding that only one professional can have for another. Small wonder, then, that AJN consistently brings you editorial *more relevant, more vital, more valuable in helping you fulfill your role as a nurse than any other publication!*

THOROUGH, STRAIGHTFORWARD COVERAGE

Every issue of AJN is packed from cover-to-cover with essential material: the newest methods, approaches, philosophies pertinent to all facets of nursing...the latest drugs and their administration...the most efficient use of modern equipment...tables, graphs, and charts that serve as excellent working tools in your daily practice...political and financial news that relates to you both personally and professionally. *And AJN never ducks an issue—meets it head-on—gives you all the facts, pro and con, the straight story—always!*

Month after month, AJN brings you:

- **STEP-BY-STEP PROGRAMMED INSTRUCTION** providing a convenient, logical method of staying abreast of current concepts and techniques.
- **IN-DEPTH CLINICAL ARTICLES** detailing not only new medical advances but also the most current nursing theories with special emphasis on physiological and pharmacological breakthroughs.
- **HOT-OFF-THE-WIRE NEWS REPORTS** bringing information from inside and outside of nursing, relevant to you and your work environment.
- **THE LEGAL SIDE,** a new feature, emphasizing developments important to you—professionally and personally.
- **FOR THE RESEARCH RECORD,** presenting abstracts of studies significant to clinical practice.
- **PROFILE**—highlighting professional achievement by an individual nurse.

PLUS OTHER ON-GOING POPULAR FEATURES helping you to stay in step with nursing's fast-changing trends and directions.

AN UNSWERVING EDITORIAL COMMITMENT

AJN strives to keep you alert to and fully apprised of every key development that affects you as a nurse. So that you may judge for yourself, here are a few articles that recently appeared in AJN:

ENCOUNTERS WITH GRIEF—Poignant, multi-part feature dealing with one of the most moving, delicate aspects of the nursing function.

PAIN RELIEF FOR CANCER PATIENTS—A nurse, a pharmacist, and a clinical pharmacologist describe a new oral solution to control intractable pain.

CONGENITAL CARDIAC DEFECTS—A nine-part Continuing Education feature covering assessment right through postoperative nursing care.

HOME I.V. THERAPY—A description of a program developed to permit safe home administration of I.V. fluids and drugs.

BECOMING AN ASSERTIVE NURSE—Practical advice with specific examples on how to be assertive in day-to-day nursing situations.

THE CE CHALLENGE

The trend toward mandatory continuing education for nurses is gathering more steam. Nine states now require CE for relicensure. Others have it on the books. Still more have legislation pending. Beyond that, it has become increasingly apparent that hospital and nursing administrators are putting greater emphasis on the educational progress of candidates for the best paying, more responsible positions.

CE has obviously become a professional fact of life—a challenge you have to meet. And AJN helps you to meet it—*in a most practical and economical way.*

AJN is the only nursing journal to publish officially authorized features acceptable for CE credit. That means—in the comfort and privacy of your own home and at your own time and pace—you read through the CE-approved material, send for the multiple-choice test based on this material—complete the test (strictly "open book"), and return it. When you pass the test, we'll send you a record of the CE contact hours you have earned.

Can you imagine a more pleasant, gratifying, constructive method of augmenting your professional studies and acquiring CEU's so important to your professional status and advancement?

CE FEATURES—PAST AND FUTURE

In past issues, AJN has featured articles on Diabetes Mellitus—approved for ten CE contact hours...Helping Depressed Patients—approved for six contact hours...Spinal Cord Injuries—approved for ten contact hours...Fetal and Maternal Monitoring—approved for ten contact hours. Reaction to this material has been overwhelmingly favorable—as an ever-growing number of professional nurses utilize AJN's CE program to obtain CEU's they need. AJN will, of course, run CE features in upcoming issues.

DON'T DELAY

Over-all, AJN offers outstanding value. *Expanded editorial coverage—and a handy unique home study method of acquiring continuing education credits.* Both are yours—in 12 monthly issues of AJN—for only $12.

Subscribe to AJN now and we'll send you—*absolutely* free—one of the most sensible, durable, eye-catching tote bags available anywhere today.

This unusual tote is described fully in the enclosed flyer. But let me say that it's so functional, so attractive, so well-made and superior, that I'm certain you'll find it to be far and away the best, most useful tote you've ever owned.

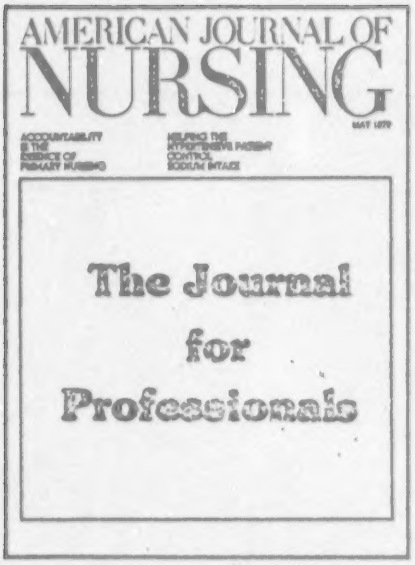
Complete your card and mail it in the enclosed reply envelope. If you prefer, send no money now and we'll bill you later. But, either way, I recommend that you subscribe today.

Cordially,

Isaac Siegel

for the
AMERICAN JOURNAL OF NURSING

P.S. Only a limited number of tote bags are available. To reserve yours, I strongly urge that you order AJN now.



American Journal of Nursing
555 West 57th Street, New York, N.Y. 10019

APPENDIX E

DRUG STORE NEWS

CONTINUING EDUCATION MARKETING PIECE

Enroll in the Chain Store Age Continuing Education Program for Pharmacists...

A professional and accredited home study course. The only travel involved is a monthly trip to the mailbox.

Details inside.

America's largest & best Continuing Education Program for Pharmacists

Chain Store Age Drug Magazine has only one job—to help you in any way possible. That is why we created a home study program. Since its beginnings, our program has been a runaway success. It offers you one of the easiest, most convenient and least expensive ways to complete your required continuing education credits.

HOME STUDY. THE ADVANTAGES ARE OBVIOUS.

You never have to leave your store or office. You have no travel expenses. You can do your assignments anytime and anywhere—even during a break at work. And home study through our special program means you progress at a steady pace without any pressure.

ONE MONTHLY LESSON. WITH ABOUT A DOZEN QUESTIONS.

Your lessons come monthly in a special pharmacy section of the Chain Store Age Drug Magazine. Each issue contains an informative, concisely written article by one of our distinguished contributing editors, professors at leading colleges of pharmacy. Additionally, there's a one page sheet of multiple choice or true/false questions on the lesson. Just check off your answers, then mail them to us. We will grade your test and return it to you. So you will always know what marks you receive.

The annual Reference for Pharmacy Practice

Once a year, in mid-January, the* Chain Store Age Drug Edition *sends subscribers this bonus issue. The reference contains a number of vitally important sections . . . including, a regular lesson with accompanying test and a multiple choice exam based on the entire Reference issue and worth 4 additional credit hours.

TABLES, CHARTS, GUIDES. UPDATED EACH YEAR IN THE REFERENCE.

The annual reference is a storehouse of knowledge. It includes a handy generic/brand name chart . . . a reference table to warn of important potential drug interactions occurring between RX drugs . . . and a consultation guide with facts about the top 100 prescribed RX drugs on the market. The information is easy to read, understand and use. Most important of all, it is ***pertinent to your everyday work.***

AN ACCREDITED PROGRAM.

Our program is accredited in all states with mandatory continuing education laws, except Oklahoma.

We are also an approved provider through the Canadian Conference on Continuing Education in Pharmacy for all Canadian provinces requiring continuing education. Furthermore, Chain Store Age is approved by the American Council on Pharmaceutical Education as a provider of continuing pharmaceutical education and is also endorsed as a provider by the National Association of Chain Drug Stores.

Many additional states will soon require continuing education credits. With our proven track record, we are confident we will obtain accreditation in those states.

Who writes our lessons?
What subjects are covered?
Where is our program accredited?
Turn to the back page for these answers . . . and more.

Begin whenever you want

Our program has no special starting date—no January-December schedule. You can send in your application and payment anytime. We will confirm receipt—then send you a packet of complete start-up materials. The month after we receive your application, you begin your first lesson.

TAKE A BREAK IF YOU NEED ONE.

If new situations, emergencies or problems arise that stop you from doing your lessons on time, don't worry. You can submit your tests up to two years after the date of the scheduled testing month.

EARN UP TO 24 BACK CREDITS.

As an enrollee in the current continuing education program, you're allowed to earn back credits, when needed. Just fill out a separate "back credit" enrollment form. And complete as many past lessons as you care to—up to a maximum of 24.

STATEMENT OF CREDITS EARNED.

Your license renewal filing date may—or may not—fall in the same month you enrolled.

If it does, we will send you an official statement of credits earned after you have finished your last lesson.

If it does not, at your request we will send you a statement of partial credits earned up to the month of your license renewal date. And we will send you another statement for the balance of credits when you complete the full 12 month cycle.

We will also send you a statement of credits earned any other time you request it.

We keep a record of grades and credits earned for each of the four previous calendar years. So if your state pharmaceutical board ever needs additional proof of compliance with its continuing education requirements, we can supply it.

YOUR CERTIFICATE.

You will receive a parchment "Certificate of Credits Earned" each year. This handsome document is well worth framing. And if you display it with your other credentials, your customers will see you are actively continuing your pharmaceutical education.

A CONTINUING PROGRAM. EARN CREDITS YEAR AFTER YEAR.

Thousands of "students" have been with us since our program began, and renew their enrollments annually. Pharmacists enjoy earning credits through the Chain Store Age Program. We know because they've taken the time to write and tell us so. Just read the testimonials on the back of the attached application form to see how our program has benefited them.

TWO SPECIAL SITUATIONS.

Situation #1: you want to earn credits in a state you do not live in. Situation #2: you want to earn credits in more than one state at the same time. Our program lets you do one . . . or the other . . . or both.

THE PROGRAM IS TAX DEDUCTIBLE.

Just keep a record for your accountant.

The cost

The Chain Store Age Continuing Education Program costs just $45.00 per year. If you do not have access to a copy of the magazine each month, an annual subscription is an additional $10. Our program gives you great value for your money. In terms of acceptance, quality and high professional standards, it is the best available course you will find.

group enrollments

Special group rates are available for a chain or individual pharmacy starting a group enrollment program for 10 employees or more. For details, call our New York office collect. The number is 212-371-9400.

Money back guarantee

If you want to cancel your enrollment for any reason, send a written notice to our Program Records Manager. Chain Store Age will immediately issue a prorated refund (less $10 registration fee) for any lessons not yet submitted for correction and grading within two years of the date the enrollment cycle began. Even though you cancel, you may still receive a statement of partial credits earned.

Fill out and mail the enrollment form today

Don't delay. Send in your application with payment now. A postage-paid envelope is enclosed for your convenience. The faster you act, the sooner you will be ready to earn your credits.

The Chain Store Age Continuing Education Program. The smartest pharmacists in the country are enrolled in the course.

Individual Enrollment Application

Clip & mail to:

Chain Store Age Drug Magazine
Continuing Education Program
99 Park Ave., New York, N.Y. 10016

I want to enroll in the Continuing Education Program for one year. During that 12 month period I will complete 14 lessons, which will be corrected and graded. Upon successful completion of those lessons, or earlier if I so request, I will receive a "Statement of Credits Earned."

CHECK APPROPRIATE BOX

☐ **CURRENT CHAIN STORE AGE SUBSCRIBER**
I want to renew my subscription to the Chain Store Age Drug Magazine ($10.00 per year), as well as enroll (enrollment fee: $45.00 annually). I enclose payment of $55.00*

☐ **NEW CHAIN STORE AGE SUBSCRIBER**
I want to start my subscription to the Chain Store Age Drug Magazine ($10.00 per year), as well as enroll (enrollment fee: $45.00 annually). I enclose payment of $55.00*

*Make check or money order payable to Chain Store Age.

My principal business is
☐ Chain Drug Store
☐ Hospital Pharmacy
☐ Drug Manufacturer or Broker
☐ Independent Druggist
☐ Drug Wholesaler
☐ Other _____
(please specify)

I am ___ am not ___ also a store manager or assistant manager.
My store is ___ is not ___ a member of a Drug Voluntary.
My store is ___ is not ___ a member of a Drug Cooperative.

THIS ORDER NOT VALID UNTIL ACKNOWLEDGED BY NEW YORK OFFICE

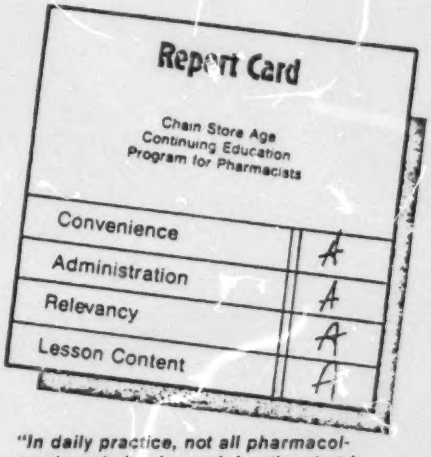
NAME _____ TITLE _____
COMPANY _____
ADDRESS _____
CITY _____ STATE _____ ZIP _____
Address is ☐ Home ☐ Office
DAYTIME PHONE NUMBER _____
(area code)

IF YOU ARE ORDERING FOR 2-9 PHARMACISTS. List additional enrollees separately. Include all information as above.

IF YOU ARE ORDERING FOR 10 OR MORE. All payments and business concerning the group must be handled by one person. Please furnish that person's name if not listed here. List additional enrollees separately. Include all information as above.

I am registered in the state(s) of _____

Pharmacists like you give our program top grades



CONVENIENCE

"A true continuing education program with regular lessons on pertinent material—convenience of studying at home."

Sara Kyte
Summers Plaza Drug
Mount Lake Terrace, Wash.

"Work at my own pace; no time away from my family."

Robert Daniels
Cool Springs Pharmacy
Michigan City, Ind.

"Convenience; not having to travel to seminars; learned more than I have at any seminars I attended."

A. O. Kiefer Jr.
Kiefer Pharmacy Inc.
Dade City, Fla.

"I complete the tests, send them in and get them back along with a certificate for credits. What more could you ask for?"

Kay Beron
Drug Fair
Colonia, N.J.

ADMINISTRATION

"Received magazine on time. Tests are checked and returned quickly."

Darrell Gorham
Target
Coon Rapids, Minn.

"I appreciated a reminder of tests completed but not mailed to your office."

Everett S. Ostrom
Ostrom Pharmacy
Kingsburg, Calif.

RELEVANCY

"The topics were always current and seasonal and helped me with problems customers had."

Cary Spier
Salix, Pa.

"I have taken several continued education programs and have found the CSA/CEP the best for myself and my practice."

Frank Fowler
Fulton Drug, Inc.
Canton, Ohio

"Good refresher course."

Linda Stenberg
Genovese
Mansfield Depot, Conn.

"In daily practice, not all pharmacology knowledge is used. I notice that I become 'stale' in regards to this area. These lessons help keep me sharp."

Steven Weiner
Wheelock Drugs
Adrian, Mich.

"Served as review material for facts once known, but forgotten."

Robert J. Britt
Medical Art Pharmacy
Evansville, Ind.

"I related better to my customers about side effects."

Joseph Cieskiewicz
Gary, Ind.

LESSON CONTENT

"I rate all of the lessons as excellent, especially one relating to most commonly prescribed drugs."

Edward C. Meinhart
Peel's Pharmacy
Athena, Ore.

"Diversity of topics covered."

Ronald Paganelli
Genovese
Sparkhill, N.Y.

"Articles on hypertension and cardiac drugs were excellent."

Timothy C. Mueller
Maple Plaine, Minn.

"The reviews helped—drug interaction, allergies, dosages . . . "

Arnold Beilin
Drug Fair
Flanders, N.J.

"Your best feature is your excellent group of contributing authors. Their lessons are interesting and understandable. They don't try to bury us under technical terms."

Mary S. Gregory
Pilcheck Pharmacy
Mukilteo, Wash.

Lessons and Authors

A TYPICAL YEAR'S SAMPLING OF THE CONTINUING EDUCATION PROGRAM LINE-UP

January, 1978	Non-Drug Induced Birth Defects by John H. Mennear Ph.D. Purdue University
Mid-January, 1978 and February, 1978	Pharmacological Principles of Anti-Epileptic Drugs—Parts 1 & 2 by Charles Pippenger Ph.D. Columbia College of Physicians & Surgeons
March, 1978	New Anti-Inflammatory Drugs by Patrick Fletcher Ph.D. Purdue University
April, 1978	Laetrile—A Pharmacist's Perspective by Thomas A. Gossel Ph.D. Ohio Northern University
May, 1978	Hypertension by Martin Jinks Pharm. D. Washington State University
June, 1978	Eye Solutions (Contact lens preps. etc.) by John A. Bulgin Pharm.D. University of Southern California
July, 1978	Pharmacists and Oral Hygiene by Arnold P. Brown D.D.S. R.Ph. Fairleigh Dickinson University
August, 1978	Vitamins—A rationale for vitamin supplements by Charles Jarowski Ph.D. Saint John's University (New York)
September, 1978	Neuro-Chemistry and Drug Action by Carlton Erickson Ph.D. University of Texas
October, 1978	Drug Induced Birth Defects by John Mennear Ph.D.
November, 1978	Diuretics (urine testing agents, etc.) by Bernard G. Keller Jr. Ph.D Southwestern Oklahoma State University
December, 1978	Hypnotic Drugs by Fred J. Salter Pharm.D. Virginia Commonwealth University
January, 1979	Thyroid and Thyroid Type Drugs by Thomas A. Gossel Ph.D.
Mid-January, 1979	Steroid Drugs by Thomas A. Gossel Ph.D.

ChainStoreAge
Continuing Education Program
99 Park Avenue
New York, New York 10016
212-371-9400
A service of Lebhar-Friedman Inc.

The Chain Store Age Continuing Education Program for Pharmacists is accredited in the following states:

ALABAMA	MINNESOTA
CALIFORNIA	NEVADA
FLORIDA	NEW JERSEY
INDIANA	NEW MEXICO
IOWA	OHIO
KANSAS	OREGON
KENTUCKY	WASHINGTON
MAINE	WISCONSIN

And in these Canadian Provinces:

ALBERTA	NOVA SCOTIA
BRITISH COLUMBIA	ONTARIO
MANITOBA	PRINCE EDWARD ISLAND
NEW BRUNSWICK	SASKATCHEWAN
NEWFOUNDLAND	

We've talked about our program. Now we'd like to talk about us.

Chain Store Age Drug Magazine is "must reading" for every pharmacist in the country—whether or not he or she is in our program. Because we not only report on new developments such as consumer pressure group activities and changing government regulations—we tell you how those subjects affect you.

The Pharmacy Section in each issue is edited by a registered pharmacist who knows the business. A recent and valuable addition to the Pharmacy Section: PHARM-ASSIST. This exclusive monthly Rx product survey covers clinical and financial facts of a major Rx category each month. The top 25 products for a specific category such as tranquilizers and antibiotics are studied.

The magazine's entire staff keeps in constant touch with Federal officials as well as key people within the industry. So if it happens in the pharmaceutical world, you'll read about it in Chain Store Age Drug Magazine and you'll know how the event will affect you and your business.

APPENDIX F

JOURNALS WHOSE PUBLISHERS RECEIVED QUESTIONNAIRE

C P A JOURNALS

The CPA Journal
The Internal Auditor
Journal of Accountancy
Management Accounting
National Public Accountant
The Practical Accountant
The Woman CPA

DENTAL JOURNALS

ADA News
American Journal of Orthodontics
Anesthesia Progress
Dental Economics
Dental Management
Dental Survey
General Dentistry
Journal of the American Dental Association
Journal of Clinical Orthodontics
Journal of Dental Education
Journal of Oral Surgery
Journal of Preventive Dentistry
Journal of Prosthetic Dentistry

LAW JOURNALS

Barrister(ABA Publications Group)
American Bar Association Journal
Case and Comment
Juris Doctor
The Practical Lawyer
Trial

NURSING JOURNALS

AANA Journal
American Journal of Nursing
AORN Journal
ARN Journal
Heart and Lung - The Journal of Critical Care
The Journal of Continuing Education in Nursing
Journal of Emergency Nursing
Journal of Gerontological Nursing
The Journal of Nursing Care
Journal of Nursing Education
Journal of Obstetric Gynecologic and Neonatal Nursing
The Journal of Practical Nursing
MCN The American Journal of Maternal Child Nursing
Nursing Forum

NURSING JOURNALS(continued)

Nursing Outlook
Nursing '78
Pediatric Nursing
Perspectives in Psychiatric Care
R N
Supervisor Nurse

N M A JOURNALS

Health Care Education
Health Care Week
Hospital Forum
Hospitals(Trustee)
Modern Health Care
Nursing Homes

OPTOMETRIC JOURNALS

Dispensing Optician
Journal of the American Optometric Association
Optometric Monthly
Optometric World
Review of Optometry
20/20

PHARMACY JOURNALS

American Druggist
American Journal of Hospital Pharmacy
American Pharmacy
Chain Store Age Drug Edition(Drug Store News)
Drug Topics
Hospital Pharmacy
The Journal of Continuing Education in Pharmacy
Journal of Pharmaceutical Sciences
NARD Journal(National Association of Retail Druggists)
Pharmaceutical Technology
Pharmacy Times
State Pharmaceitical Editorial Association(Group)
U.S. Pharmacist

PHYSICIANS' JOURNALS

American Family Physician
American Journal of the Medical Sciences
American Journal of Medicine
American Journal of Obstetrics and Gynecology
American Journal of Opthalmology

PHYSICIANS' JOURNALS (continued)

American Journal of Physical Medicine
American Journal of Psychiatry
American Journal of Surgery
American Medical News
Anesthesiology
Anesthesiology News
Anesthesiology Review
Annals of Internal Medicine
Aviation Space and Environmental Medicine
Behavioral Medicine
Biomedical Communications
Clinical Pediatrics
Consultant
Contemporary Ob/Gyn
Continuing Education for the Family Physician
Current Prescribing
Cutis
Diagnostic Medicine
The D.O.
Drug Therapy
Emergency Medicine
Forum On Medicine
Geriatrics
Hospital Medicine
Hospital Physician
Hospital Practice
Hospital Tribune
Infectious Diseases
Internal Medicine News
Journal of the American Medical Association
Journal of the American Medical Women's Association
Journal of the American Osteopathic Association
Journal of Family Practice
Journal of Medical Education
Journal of Occupational Medicine
Journal of Reproductive Medicine
Journals of Continuing Education
Medical Challange
Medical Dimensions
Medical Economics
Medical Research Engineering
Medical Society Magazine Group
Medical Times
Modern Medicine
New England Journal of Medicine
Osteopathic Physician
Patient Care
Physician and Sportsmedicine
Postgraduate Medicine

PHYSICIANS' JOURNALS (continued)

Private Practice
Radiology
Resident & Staff Physician
State Journal Group
Surgical Practice
Surgical Rounds
Today's Clinician

REAL ESTATE PERSONNEL JOURNALS

Journal of Property Management
National Real Estate Investor
Real Estate Forum
Real Estate Review
Realty and Building
Southeast Real Estate News
Southwest Real Estate News

SOCIAL WORKERS JOURNALS

American Sociological Review
Child Welfare
Man/Society/Technology
Personnel and Guidance Journal
Social Education

VETERINARY JOURNALS

Canine Practice
DVM
Journal of the American Animal Hospital Association
Journal of the American Veterinary Medical Association
Journal of Equine Medicine & Surgery
Modern Veterinary Practice
Veterinary Economics
Veterinary Medicine/Small Animal Clinician

APPENDIX G

JOURNALS WHOSE PUBLISHERS RESPONDED TO QUESTIONNAIRE

C P A JOURNALS

The C P A Journal
Management Accounting
National Public Accountant
The Practical Accountant
The Woman C P A

DENTAL JOURNALS

American Journal of Orthodontics
Dental Economics
Dental Survey
General Dentistry
Journal of Dental Education
Journal of Oral Surgery
Journal of Preventive Dentistry
Journal of Prosthetic Dentistry

LAW JOURNALS

Barrister
American Bar Association Journal
Case and Comment
Juris Doctor
The Practical Lawyer
Trial

NURSING JOURNALS

American Journal of Nursing
AORN Journal
ARN Journal
Heart and Lung - The Journal of Critical Care
Journal of Emergency Nursing
Journal of Gerontological Nursing
Journal of Obstetric Gynecologic and Neonatal Nursing
Journal of Practical Nursing
MCN - The American Journal of Maternal Child Nursing
Nursing Outlook
Nursing '78
Pediatric Nursing
R N
Supervisor Nurse

N H A JOURNALS

Health Care Education
Hospital Forum
Modern Health Care
Nursing Homes
Trustee

OPTOMETRIC JOURNALS

Journal of the American Optometric Association
20/20

PHARMACY JOURNALS

American Druggist
American Journal of Hospital Pharmacy
American Pharmacy
Drug Store News (Chain Store Age Drug Edition)
Drug Topics
Hospital Pharmacy
Journal of Continuing Ed. in Clinical and Hospital Pharmacy
Journal of Continuing Education in Pharmacy
Journal of Pharmaceutical Sciences
Pharmaceutical Technology
Pharmacy Times
U.S. Pharmacist

PHYSICIANS' JOURNALS

American Family Physician
American Journal of Cardiology
American Journal of Medicine
American Journal of Obstetrics and Gynecology
American Journal of Opthalmology
American Journal of Physical Medicine
American Journal of Surgery
American Medical News
Anesthesiology
Anesthesiology News
Anesthesiology Progress
Anesthesiology Review
Annals of Internal Medicine
Aviation Space and Environmental Medicine
Behavioral Medicine
Clinical Pediatrics
Consultant
Contemporary Ob/Gyn
Continuing Education for the Family Physician
Current Prescribing
Cutis
Diagnostic Medicine
Drug Therapy
Forum on Medicine
Health Practitioner
Hospital Physician
Hospital Practice
Journal of the American Medical Association
Journal of the American Medical Women's Association
Journal of Family Practice

PHYSICIANS' JOURNALS (continued)

Journal of Medical Education
Journal of Occupational Medicine
Journal of Reproductive Medicine
Journals of Continuing Education in:
- Allergy
- Cardiology
- Community and Rural Medicine
- Dermatology
- Family Medicine
- Ob/Gyn
- Opthalmology
- O.R.L.
- Orthopedics
- Pediatrics
- Psychiatry
- Radiology
- Urology

Medical Challange
Medical Dimensions
Medical Economics
Medical Research Engineering
Medical Times
New England Journal of Medicine
Patient Care
Physician and Sportsmedicine
Postgraduate Medicine
Private Practice
Radiology
Resident and Staff Physician
State Journal Group
Surgical Practice
Surgical Rounds

REAL ESTATE PERSONNEL JOURNALS

Journal of Property Management
Real Estate Forum
Real Estate Review
Southeast Real Estate News
Southwest Real Estate News

SOCIAL WORKERS' JOURNALS

American Sociological Review
Child Welfare
Contemporary Sociology
Journal of Health and Social Behavior
Man/Society/Technology
Personnel and Guidance Journal

SOCIAL WORKERS' JOURNALS (continued)

Social Education
Social Psychology Quarterly
Sociology of Education
The American Sociologist

VETERINARY JOURNALS

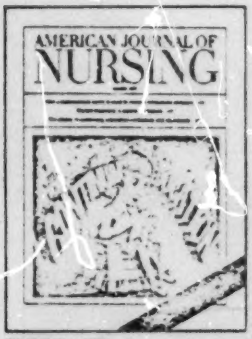
Canine Practice
Feline Practice
Journal of the American Animal Hospital Association
Journal of the American Veterinary Medical Association
Journal of Equine Medicine and Surgery
Modern Veterinary Practice
Veterinary Economics
Veterinary Medicine/ Small Animal Clinician

APPENDIX H

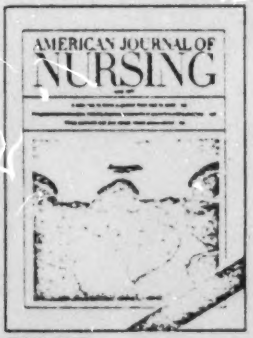
AMERICAN JOURNAL OF NURSING PROMOTION ANNOUNCING NATIONAL AWARD FROM MAGAZINE PUBLISHERS ASSOCIATION FOR SERVICE IN CONTINUING EDUCATION

American Journal of Nursing

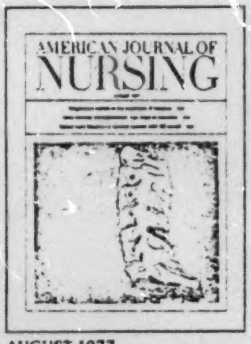
National Magazine Award for Service to the Individual



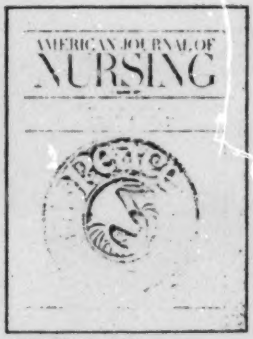
MARCH 1977
THYROID DISORDERS



JUNE 1977
HELPING DEPRESSED PATIENTS



AUGUST 1977
SPINAL CORD TRAUMA



DECEMBER 1977
DIGITALIS TOXICITY

FEBRUARY 1978
CONGENITAL CARDIAC DEFECTS

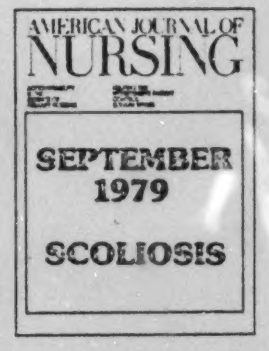
MAY 1978
DIABETES MELLITUS

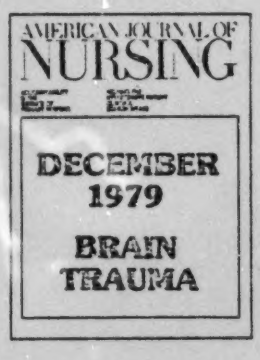
SEPTEMBER 1978
CONFUSED/DELIRIOUS PATIENTS

DECEMBER 1978
FETAL/MATERNAL MONITORING

FEBRUARY 1979
BCG IN CANCER THERAPY

MAY 1979
BLOOD THERAPY





NOTE: *Past issues no longer available. Subscribe today to receive coming CE features.*

Who Cares that AJN has won the nation's most prestigious publication award?

Well, nearly 50,000 nurses who have participated in the JOURNAL's unique Continuing Education program is care.

You see, the Award was granted for "Service to the Individual" in recognition of the CE features that have appeared regularly in the pages of AJN. These features enable the nurse to earn officially approved contact hours through *home study.* The AMERICAN JOURNAL OF NURSING is the *only* nursing journal that has met the stringent requirements for approval of such articles by the accrediting mechanism of the American Nurses' Association. California, Florida, Iowa, Kansas and Minnesota are all states where mandatory continuing education for relicensure is now a reality. As a Registered Nurse licensed in one of these states, doesn't it make sense for you to consider a subscription to the AJN, today?

While you may not now be a subscriber to the JOURNAL, you are no doubt familiar with it. Rather than immodestly detailing its many virtues and benefits, I'd like to make you an offer that should be hard to refuse.

> Subscribe to the JOURNAL now, and if at *any time* during the course of your subscription you are not satisfied, let us know and we'll refund the *full amount* that you have paid...regardless of the number of copies you've already received.

What could be fairer?

In addition, if you act right now we'll see to it that your subscription begins with the September issue which will contain a CE feature on Scoliosis. (The next CE feature will be in December and deals with Brain Trauma.) Be sure to check the special box on the handy order form enclosed to reserve your copy of the September issue.

Don't delay. What have you got to lose?

Cordially,

Isaaca Siegel

Isaaca Siegel
for the
AMERICAN JOURNAL OF NURSING

P.S. Send payment for your subscription now, and save $1.50. You may also have us bill your order at the regular rate, if you wish. Either way, you are guaranteed the 100% refund if the award winning AJN does not meet with your expectations.

AMERICAN JOURNAL OF NURSING

TEN COLUMBUS CIRCLE • NEW YORK, N.Y. 10019 • 212-582-8820

April 12, 1979

Here's some good news we're pleased to share with you.

AJN's staff is proud of winning the National Magazine Award, and the achievement is even more satisfying when the basis of it is service to AJN's readers.

Awards are not always an end in themselves...but when they serve to recognize a quality that makes the magazine of great value to its readers, they're rewarding.

Jack O'Connor

JACK O'CONNOR
Advertising Sales Manager

PROFESSIONAL JOURNAL OF THE AMERICAN NURSES' ASSOCIATION

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NEWS

April 12, 1979

From: Ben Howe - Ext. 274

For Immediate Release

AMERICAN JOURNAL OF NURSING WINS 1979 NATIONAL MAGAZINE AWARD FOR CONTINUING EDUCATION SERVICE

NEW YORK, N.Y. -- Competing with U.S. consumer, business and professional publications, the American Journal of Nursing has won the 1979 National Magazine Award for service to its readers. Basis of the award was AJN's series of features officially approved for continuing education credit.

The National Magazine Awards, widely regarded as the most prestigious in the magazine field, are administered by the Graduate School of Journalism at Columbia University. The competition is open to entry by all magazines published in the U.S., and this year resulted in winners in eight categories. The other winners announced at the 14th annual presentation banquet in New York's Plaza Hotel were Life, New West, The Atlantic Monthly, Progressive Architecture, Texas Monthly, Audubon, and National Journal.

The trophy was presented to Editor Thelma M. Schorr, R.N., for the "Service to the Individual" category, citing, "An innovative reader service that enables nurses to earn officially approved continuing education credit, which is increasingly being required for relicensure."

It is the first time a nursing magazine has won the award, although AJN was cited in 1975 for excellence in specialized journalism based on a supplement, "Pain and Suffering," a 32-page special exploring the elements of the pain experience and techniques nurses use to control it.

The AJN issue submitted as representative of its continuing

(more)

education features was May's "Common Problems in Managing Adult Diabetes Mellitus."

In commenting on the rationale for AJN's award-winning series, Editor Schorr explained:

"To earn official continuing education contact hours, nurses normally attend meetings or other structured events that are often costly, time consuming and geographically inconvenient or a hardship to include within tight schedules of clinical practice. Additionally, two-thirds of AJN readers are married, with attendant family time demands on their already crowded schedules.

"With this in mind, the AJN has provided a service to its readers to enable them to earn officially approved contact hours for home study. It is the only national nursing journal that has met the stringent requirements for approval of such articles by the accrediting mechanism of the American Nurses' Association.."

Open-book examinations are provided readers by AJN, with tests scored at Educational Testing Service's Center for Occupational and Professional Assessment, Princeton, N. J. Computerized records are maintained for each nurse accumulating continuing education credits.

Other magazines receiving recognition as finalists in the Awards presentation included Newsweek, Reader's Digest, Saturday Review, Sports Illustrated, Harvard Business Review, New Yorker, Esquire, Ms., and Psychology Today.

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APPENDIX I

CURRICULUM VITAE

CURRICULUM VITAE

James Cecil Sasmor — September 1979

Born 29 July 1920
New York, N.Y.
U.S.A.

Married
One Child

Residence
7113 Lynnwood Drive
Tampa, Florida 33617

Education

Public Schools New Rochelle, N.Y.
Senior High School New Rochelle: Graduated 1938

College

Columbia University - Bachelor of Science 1942
Columbia College - '38-'40 Pre-professional Option to
Columbia University School of Business Administration '40-'42

U.S.Navy

Colgate University - Navy Primary Flight School: Graduated '42
University of North Carolina - Naval Air Cadet School: Grad.'42
Cornell University Line Officer School: Commissioned: Grad.'43
Naval Watch and Command School Newport: Graduated '43
U.S.S. New York Gunnery Officer School: Graduated '43
Combat Information Center and Radar Officer School Oahu:
Graduated as Qualified Aircraft Fighter Director Officer '44
CIC/Radar Division Officer - Carrier Force Cruiser-Pacific'44-'45
U.S.N.R.Officer Ready Reserve'46-54, Standby Reserve'54-'58
U.S.N.R. Retired '58

Administration

Advertising Sales Executive:
New York World-Telegram '46-'48
Chain Store Age Magazines '48-'50
American Girl Magazine '50-'59
Registered Representative National Association of
Security Dealers '56-'57
Founded James C. Sasmor Associates, Publishers' Representatives '59
Have owned and managed this firm which represents professional and industrial journals for the sale of advertising and the counseling of publishers for twenty years of continuous operation to the present. During the period 1967-1972 formed Sasmor and Guck, Incorporated, Publishers' Representatives and served as Executive Vice-President and Director.
In 1972 established Jett Publications as a division of James C. Sasmor Associates for the publishing and distribution of educational texts.
President of the Association of Publishers' Representatives '65-'66 and a Director '63-'76
Director - National Board of the American Society for Psychoprophylaxis in Obstetrics '71
Corporate Secretary and Director of the American Society of Childbirth Educators since co-founding it in '72

Associate Member the Nurses Association of the American College of Obstetricians and Gynecologists
Certified Sex Educator by the American Association of Sex Educators, Counselors and Therapists
Team Teacher of Expectant Parent Childbirth Education courses for the American National Red Cross of Greater New York and the American Society of Childbirth Educators for eight years and for two years at Women's Hospital, Tampa
Member of the Health Education Media Association - Certified in Self-Instructional Audio-Visual Production
Member Nursing Educator's Association of Tampa
Author of "Role of the Father" - Chapter in Childbirth Education: A Nursing Perspective by J.L.Sasmor, R.N.,Ed.D., F.A.A.N. New York: Wiley & Sons, 1979
Teaching Assistant University of South Florida College of Nursing course 'Human Sexuality for Nurses' '78-'79
Director - Board of Directors Greater Tampa Chapter American National Red Cross
Committeeman - Advisory Committee Nursing and Health Programs Greater Tampa Chapter American National Red Cross and also on Instructional Committee
Honorary Red Cross Nurse - awarded for service to Chapters
Professional Consultant - Educational, licensed Hillsborough County, Florida
Librarian at the Florida Mental Health Institute research center - voluntary service May'79 to present
Teacher's Certificate, Department of Education, State of Florida, for Adult Education in Economics
President of Continuing Education Consultants, Incorporated co-founder and Director of Administration '76 to present
Candidate, California Western University, MBA/Ph.D in Business Administration, October 1977 to present

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Doctor of Philosophy in Business Administration conferred Dec.1979